Talking and Reflecting: Exploring the Cognition of a Group of English Language

Teachers from the Language Institute of a Colombian Public University

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Abstract

This qualitative case study aimed to delve into the cognition of a group of English teachers; that is, their set of beliefs, knowledge, thoughts, and practices (Borg, 2003). The study also aimed to investigate the factors that exert influence on their cognition and the significance of participants' reflections in cultivating self-awareness regarding their cognition. The research was conducted at the Instituto de Lenguas Extranjeras (ILEX) within Universidad Tecnológica de Pereira. The participant pool comprised six teachers selected to represent a diverse range of teaching experience, qualifications, ages, and roles within the language institute. Data was collected through semi-structured interviews and stimulated recall sessions, which were subsequently subjected to content analysis. The findings shed light on the formation of participants' professional identity, which was found to be molded mainly by the constituents of their practices, and educational factors that exert influence on their cognition both formally and informally. Nuances of participants' empathy were also found as distinctive characteristics of their cognition. Finally, participants' involvement in the research process resulted in a valuable source of reflection.

Keywords

Cognition; empathy; English language teachers; language institute; professional development; professional identity; teacher reflection; teaching practices.

Resumen

Este estudio de caso cualitativo tuvo como objetivo adentrarse en la cognición de un grupo de profesores de inglés. Es decir, en su conjunto de creencias, conocimientos, pensamientos y prácticas. El estudio también buscó investigar los factores que ejercen influencia en su cognición y la importancia de las reflexiones de los participantes para cultivar la autoconciencia en relación con su cognición. La investigación se llevó a cabo en el Instituto de Lenguas Extranjeras (ILEX) de la Universidad Tecnológica de Pereira. El grupo de participantes estaba compuesto por seis profesores seleccionados para representar una amplia gama de experiencia docente, cualificaciones, edades y roles dentro del instituto de idiomas. Los datos se recopilaron a través de entrevistas semiestructuradas y sesiones de recuerdo estimulado, que posteriormente se sometieron a un análisis de contenido. Los hallazgos han puesto de manifiesto la formación de la identidad profesional de los participantes; se encontró que ésta se moldea principalmente por los componentes de sus prácticas y los factores educativos que ejercen influencia en su cognición tanto de manera formal como informal. También se encontraron matices de empatía en los participantes como características distintivas de su cognición. Por último, la participación de los docentes en el proceso de investigación resultó ser una valiosa fuente de reflexión.

Palabras clave:

Cognición; empatía; Profesores de inglés; Instituto de Idiomas; desarrollo profesional; identidad profesional; refracción docente; prácticas de enseñanza.

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Introduction

Teachers, what they do, and who they are in general are issues usually portrayed in the classroom. Teachers' actions are generally depicted as the result of teachers' decision-making emerging and disappearing in the place of instruction in a rather ephemeral time frame. But if the picture of instructional practices is zoomed out beyond this microstructure (the classroom), a series of supra, macro, and meso structures will appear; if it is zoomed in instead, the nano level will reveal what is inside of the mind of a teacher.

At the supra level, global issues influence any language institute in superficial and deep ways. The Universidad Tecnológica de Pereira's foreign language institute known as ILEX, its curriculum, its vision, and its teachers are impacted by decisions made by international organizations in which Colombia makes an active party such as the United Nations (UN) and the Organization for Economic Co-operation and Development (OECD). For example, the aforementioned have established global educational agendas that seek the standardization and improvement of educational duties. One of the most notorious ones is the integration of the Sustainable Development Goals, a global call for protecting the planet, ending poverty, and fostering prosperity guided by the United Nations. Thus, ILEX teachers also experience changes in the English language curriculum they teach. ILEX is currently undergoing language teaching curricular renovations that include Oxford's Global Skills (Mercer et al., 2020) which theorizes about the importance of Creativity and Critical Thinking in order to foster students' Intercultural Competence and Citizenship, their Emotional Self-regulation and Well-being, and also their Digital Literacies in order to open ELT processes into a worldwide disposition. These new literacies go together with Trilling and Fadel's (2012) 21st Century Skills which suggest that people's capacities go beyond producing and understanding oral and spoken language. All of these global and local changes in educational topics can lead to further shaping of teachers' beliefs.

In a more contextualized focus, we find that Colombia, being an active part of the OECD since 2020, is attaching to an additional agenda of globalized education that started back in 1961 with the creation of the organization and pursues that all the members share standard practices in economics and education to avoid staying behind. In response to the challenges that the future of education proposes to Colombian educational institutions in the near future, the government presented lax timetables that, in theory, permit their achievement without presenting too many complications. This delay in the development of nationwide proposals encouraged Universidad Tecnológica de Pereira, a public university in the central western region of Colombia (UTP), to advance in a curricular renovation frame that aims to be completed between the years 2020 and 2028. This Curriculum renewal movement is theorized and founded within the Institutional Development Planning (UTP, 2020) and Institutional Educative Planning (UTP, 2019), and proposes the creation of new educational plans for each of their undergraduate programs as well as the associated institutions that serve the university like the Foreign Language Institute ILEX as one of the fundamental pillars of the institutional project that is mainly focused on internationalization and educational aperture that aligns students' results and capacities with others from all over the world.

Aspects like a teacher's worldview, generation, education, experience as learners, teaching experience, emotional issues, and job stability, are all factors that determine how a teacher performs at their job. At the institute, approximately 40 instructors teach the required English courses for all undergraduate students. At the UTP, in order to graduate a student must comply with at least 5 of the 8 offered English courses. It is crucial to highlight that the ILEX teacher's profile is not homogenous as teachers will inevitably have individual characteristics, ranging from educational level, socio-economic background, age, teaching experience, professional development programs, and professional interests and goals they pursue. Since the ILEX makes part of the UTP's macrostructure, it follows the same policies as the undergraduate and postgraduate programs offered by the university (Reglamento Estudiantil and

Docente-Universidad Tecnológica de Pereira, 2019). Additionally, thanks to being part of the university, ILEX teachers have academic freedom to design their classes, which is a significant advantage they have over teachers in other language institutes and centers in the region. This academic flexibility gives ILEX teachers agency around the curriculum, such as deciding what materials and resources to use, the scope and sequence of their lessons, and even the flexibility for the preferred format of instruction that could be whether in-person or on a virtual basis. The latter choice implies both economic and time management differences since there is less or no commute at all to the university to teach.

Research Gap

Now it is clear that classroom instruction is, or should be, the materialization of curricular, institutional, national, and global educational aims, principles, policies, contents, and ideologies carefully crafted and brought to the language teacher in this case. There is, however, a missing and crucial piece to this picture that needs to be considered to ensure the enactment of such an intricate vision of education: the teacher.

The research problem this study addresses is the lack of attention that has been given to the realm of ILEX teachers' cognition when implementing educational innovations, promoting professional development programs, or embracing larger institutional, national, or even international educational policies and trends at the institute; the lack of exploration on this matter at the institution is a gap that this study intends to fill as well. This study is relevant to describe the individualities that distinguish ILEX's teachers, what they believe, think, know, and do being this a cornerstone for decision-making at any upper level. There is also relevance in knowing the factors that might positively or negatively impact ILEX teachers' cognition and how this is materialized through the work in the classroom or virtual environment. Informing this study's findings would help to promote and ensure success in future processes of teachers' education programs, professional development, and English language educational innovations within the Institution.

The later fulfillment of needs could positively impact the way teachers think, believe, and perform in class and outside it.

This study aims to open the door to research on cognition in the context of the foreign language institute. There are several possibilities to explore, such as verifying the stated convictions of teachers in their practices, as well as investigating teachers' beliefs in specific areas such as evaluation, language policies, the teaching of language skills, and the use of technology, among other aspects.

It is important to first understand cognition, its characteristics, and how it influences a specific context before undertaking further studies related to this topic. This study will primarily use the term Teacher's Cognition coined by Borg (2003b) to refer to teachers' beliefs, knowledge, and thoughts and the relation of those with their instructional practices. This cognition exists and is materialized through a teacher's daily work in the classroom. Teachers' cognition is prone to be modeled or shaped according to several conditions that make a person unique; nevertheless, some of those circumstances can be tracked since they are inherent to every educator no matter their contexts (Moodie & Feryok, 2015). Teachers' cognition is shaped by a multitude of factors and experiences, which together, make each teacher unique (Moodie & Feryok, 2015).

Research Questions

- Q1 What characterizes a group of ILEX English teachers' cognition?

- Q2 What are the factors that influence ILEX teachers' cognition?

- Q3 What outcomes could arise from participants' engagement in a study exploring their own cognition?

Research Objectives

1. Interpret ILEX English teachers' schooling experiences and professional practices through their discourses.

2. Outline intrinsic and extrinsic conditions framing language teachers' cognition.

3. Identify and Interpret potential outcomes deriving from participants' engagement in the research project.

Theoretical Framework

This section explores the theoretical lenses and conceptual frameworks that shed light on the multifaceted and intricate construct of teachers' cognition as it aims to establish a strong foundation for investigating and understanding the various aspects, such as prior knowledge, beliefs, experiences, contextual factors, and individual differences that revolve around teachers' mind. The work of Borg (2003) and the subsequent research he has conducted on teachers' cognition is seminal to this present work. Additionally, the exploration of teachers' cognition is not only limited to the individual level but also extends to the social contexts in which teaching and learning take place. The theoretical frameworks presented in this section also draw upon disciplines including social learning theory and reflective practice. By integrating insights from these fields, we aim to provide a comprehensive overview of the theoretical landscape that informs this study on teachers' cognition.

Teachers' Cognition

Teaching is a complex and individual cognitive activity, and at the same time, social and context-sensitive action. While most interest has historically been placed on the observable, operational, and instructional actions and behaviors of a teacher such as giving instructions, using instructional materials, or communicating ideas and how effective those actions are to provoke learning, the hidden side of the work which originates, develops, and consolidates in teachers' mind has been largely ignored. Borg (1999) describes this intricate system of cognitive activity and decision-making inside the mind of a teacher as the set of beliefs, knowledge, theories, assumptions, and attitudes about all the aspects of the teaching work that the teacher has. Later, he would simplify and popularize this description defining teachers' cognition as what teachers think, know, and believe and the relationships of these mental activities to what they do in the

classroom (Borg, 2003). There are numerous benefits gained from insights into teachers' cognition. Borg (1999) summarizes some of them as follows:

- The understanding of disparities between theoretical and research-based educational recommendations and the actual classroom practices.

- The precise characterization of the complex teaching work.

- The provision of fundamental knowledge to policymakers and teacher education programs on how to promote educational innovations effectively.

- The engagement of teachers in reflective practice helping them understand their mental lives instead of dictating practice to them.

- The understanding of how teachers develop and change.

- The support and improvement of teachers' professional practice by developing a new conceptualization of teaching.

- The contribution of the foundation of effective practice teacher education and professional development.

Similarly, research in this area encompasses multiple levels of education from elementary to higher education at both pre-service and in-service fields and includes a variety of nuances of the teaching profession such as lesson planning, beliefs about students, discipline, the actual content, or subject being taught; preferred methodologies, assessment, professional development, curricular innovations, or simply about teaching in general just to mention a few. Most relevant for this study is teachers' cognition in language teaching. The study of teachers' cognition has proven to have not only conceptual value but also practical relevance (Borg, 1999, 2003, 2006; Burns & Edwards, 2015).

Teachers' Cognition in Language Teaching

The need, and perhaps the whole notion of studying what language teachers bring with them to the language classroom and to the learning experiences of their students was probably

first spotted by Woods (1996) when firmly pointing at the role of the second language teacher and all their being and decision making as a rather neglected area by both research and language teaching theories. This notion clearly positions the language teacher at the center of teaching and learning processes and unveils the complex dimensions of the work of the teacher. Language teachers are no longer in the classroom only to do, as established in early instrumental language methodologies like *The Audiolingual Method*. Still, their work is recognized as the intricate interconnection of thinking and doing (Burns et al., 2015).

Borg (2003) reaffirms this central role of the language teacher as an active decision-maker who makes instructional decisions based on complex, personalized, and context-sensitive relations of knowledge, thoughts, and beliefs. Additionally, in Figure 1, Borg (2003, p. 2) illustrates the main concerning areas of teacher cognition-related research by associating what teachers have cognitions about, how these develop, their interaction with teachers' learning, and their classroom practices.

Figure 1

Teacher Cognition, Schooling, Professional Education, and Classroom Practice
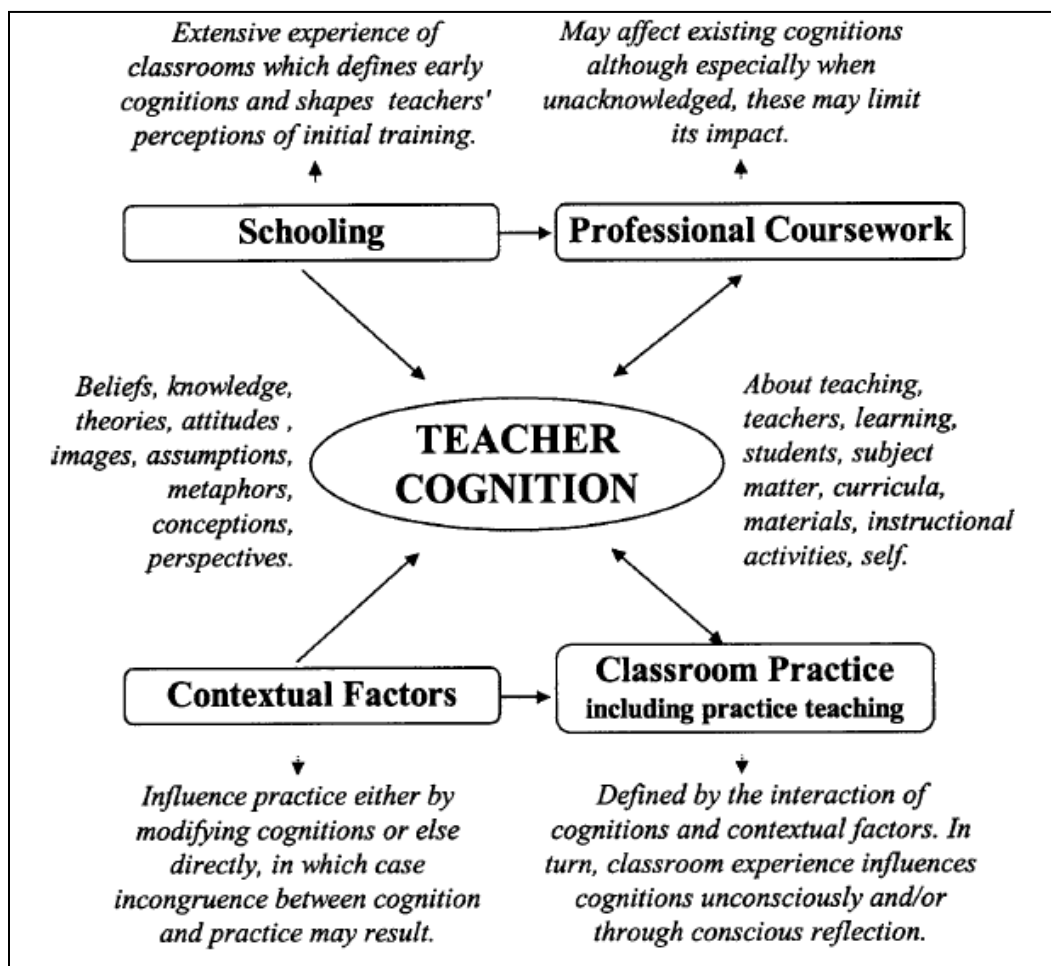
Note. From "Teacher Cognition in Language Teaching: A Review of Research on what Language Teachers Think, Know, Believe, and Do," by S. Borg, 2003, *Language Teaching, 36*(2), p. 2 (http://doi.org/10.1017/s0261444803001903).

The figure also shows how teachers' own experiences as learners, teachers' professional education, and teachers' actual classroom practices shape their cognition. The congruence between teachers' cognitions and their actual teaching practices is in turn determined to a certain extent by contextual factors.

According to Borg (2012) research on language teachers' cognition covers a broad range of teaching-related fields including teaching identity and roles, teachers' implementation of curricular reforms, teachers' beliefs about learners' autonomy, the relation of teachers' stated beliefs and their practices, the implementation of methodologies such as Communicative Language Teaching or Task-Based Learning, teachers' attitudes towards technology, English as a global language, teachers' beliefs and practices regarding intercultural communicative competence, teachers' emotions, teachers' beliefs about self-assessment, emotions of experienced teachers, and teachers personality traits and conceptions of effective teaching. Other language teaching-related areas upon which teachers' cognition has been studied include approaches to teaching grammar, pronunciation, reading, and speaking, or the study of teachers' cognition in relation to teachers' education and professional development programs (Borg, 2003b)

Constructing Teachers' Cognition

Teachers construct their cognitions in a dynamic and ever-changing process beginning even before they become teachers. Öztürk (2021) describes the driving forces that influence the construction of teachers' cognition; such forces include their experiences as learners, their initial teacher education (this refers to professional degrees for pre-service teachers), and actual in-service experience, their engagement in both continuous professional development (training for in-service teachers mostly at their place of work) and research, and the graduate programs they may pursue. (See Figure 2). All these driving forces imply social interaction and place the learners in a given learning or professional community characterizing teachers' cognition as a social construct (Johnson, 2009; Li, 2020).

Figure 2

Origins and Driving Forces of Teacher Cognition
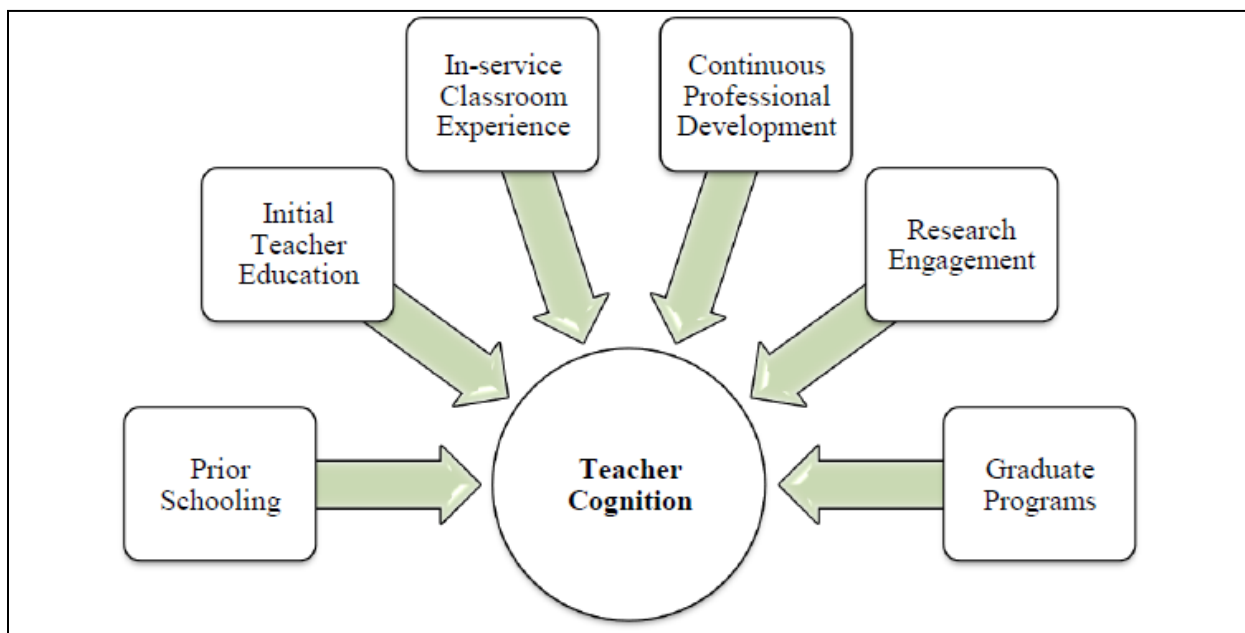
Note. From "Teacher cognition: A powerful phenomenon developing and governing habits of teaching," by M. Öztürk, 2021, *Turkish Journal of Education*, *10*(2), p. 186 (http://doi.org/10.19128/turje.801945).

The construction of teachers' cognition can also be seen as having two main sources; these sources, according to Öztürk (2021), comprise *self-generated* and *externally acquired* teacher cognitions. The former cognitions result from teachers' internal mental activity which in turn are independent of external factors. The latter, which are shaped by external stimuli or input, are generally regarded as fundamental to guiding teachers into new ways of thinking and constructing and reconstructing their practices. Teachers' cognition can be classified into *functional*, which can actually be translated into actions and generate behaviors and teaching practices, and *non-functional*, which creates dissonance or a gap between what teachers know and believe, and their teaching behaviors (Öztürk,2021).

Sociocultural Theory and Teachers' Cognition

Li (2020) emphasizes that teacher cognition is regarded as both social and discursive, and explores how sociocultural theory, discursive psychology, and conversation analysis can be employed to address the social and discursive aspects of teacher cognition. From this perspective, social interactions within specific contexts form cognition, emotions, identity, and other psychological aspects. Individuals employ artifacts and tools to make sense of their surroundings, negotiate meanings, and collaborate in various activities. In teacher education, teachers are viewed as participants in a learning community and agents continuously shaping and constructing their professional identity within specific professional settings. Teachers' professional knowledge, understanding, and beliefs are influenced by the contexts they operate in and the experiences they have lived. Johnson (2009) presents a turning to social orientation in teacher education and highlights the significance of teachers learning within communities and how their experiences contribute to developing their professional thinking and understanding.

Li (2017) suggested the cognitive perspective, the interactionist perspective, and the discursive psychological perspective as the three distinct theoretical frameworks that have been embraced by researchers when studying teachers' cognition. Elements of each of these perspectives align with the nature and purpose of this study.

The Cognitive Perspective. This perspective is influenced by Cognitive learning theories and information-processing models and emphasizes on what teachers know, what they do with that knowledge, and the impact it has on their instructional decisions. In this view, teachers' beliefs, attitudes, and knowledge are considered fixed and static mental traits that remain constant across situations in teachers' minds. Context is considered only to explain the discrepancies between what teachers believe and do. This means that teachers' thinking is conceived as separated from teachers' actions. This perspective is regarded by Li (2017) as traditional and dominant.

The Interactionist Perspective. In this perspective, Li (2020) incorporates that teachers' actions are not separated from their beliefs, but they are rather understood as operations that are transformed by or emerge from interactions with their students. Here, beliefs are not static, but fluid and are not separated from teachers' actions. Instead, what teachers say and do should be unified as a whole in order to understand teacher cognition.

The Discourse Psychological Perspective. This is defined by Li (2017) as Cognition in interaction; In this interaction or talk, teachers display their knowledge, beliefs, concepts, and stances not as a fixed mental state or process, but as an in situ and fluid psychological reality defined by turn-taking rules. The understanding of cognitions in turn defines the nature and direction of the next; in this way, cognition is displayed in and defined by talk. According to Roth (2008), talk is both the context and the tool of human interaction. This perspective emphasizes the micro context of the immediate interaction and natural talk. Sociopolitical and sociocultural macro contexts are not considered in this perspective though.

Social Learning

Social Learning proposes that behaviors can be developed by observing and imitating others. These behaviors are controlled by reinforcements that emphasize the core processes in the learning individuals (Bandura 1971). That learning also occurs through observing how other beings receive rewards and punishments in a process known as vicarious reinforcement. Renzetti et al. (2012) say that once a particular conduct is rewarded consistently, there is a chance for it to endure throughout time; on the other hand, a behavior that is punished enough will, consequently, be prone to cease.

Cognition when understood as thoughts, beliefs, morals, and feedback originate from social learning as well. This is evidenced in Kumpulainen's (2002) school psychology theory which manifests that teaching strategies are permeated by social learning in order to improve the way

the students learn. By modeling appropriate behavior and publicly praising good behavior, teachers can also influence students' conduct in the classroom.

Reciprocal Determinism

According to Bandura (1986), a person's behavior is impacted by both internal variables and the social environment as well as it impacts the aforementioned stances at the same time and in the same magnitude. Makoul (1998) presents that behavior is influenced by both the environment and the individual through cognitive processes and external social stimuli events. When compared to Teachers cognition, environmental, and external social stimulation events, the reciprocal determinism theory's foundation should allow for the transparency of subjective thought processes, which should alter teacher's behavior. Since behavior is complex and cannot be viewed simply as a result of one's surroundings or oneself, actions may not always have the desired effect. Environmental factors and individual components compensate for behavior, which functions together as a whole.

Use of Social Learning Theory in The Classroom

Social learning is applicable in the following stances:

- Managing the classroom: Teachers can use positive and negative reinforcement to encourage students to carry out specific actions, such as verbally complimenting a student who is consistently participating, keeping on track, or arriving prepared to learn.
- Transitioning or clarifying: Teachers might use verbal or non-verbal cues to draw students' attention, such as starting a call-and-response, utilizing a hand signal, or pointing at something.

- When planning lessons: Teachers should use multimodal learning, which involves presenting new material in visual, aural, and kinesthetic forms, to help pupils retain new information.

- Fostering intrinsic motivation: Teachers can employ incentives and reinforcement to help students gain self-assurance, self-efficacy, and a love of learning. For example, they can give verbal praise or helpful criticism in relation to goal-setting and progress monitoring.

- Collaborative learning: this can be incorporated by giving students the opportunity to experiment and learn with a variety of other students (models) in low-stakes activities during each class.

Reflective Practice in Teaching

Finlay (2008) defines the process of reflection as a cycle from learning and experience to gain insights about the self via practice. This cycle comprehends: Teaching, Evaluate the impact your teaching has had on the learning process through self-assessment, explore alternative teaching methods that have the potential to enhance the quality of the learning experience, put these ideas into action or implement these ideas in practice, and finally, Repeat the process once again. This basic model is a simplification of Kolb's Learning Cycle (1984) which consists of four stages and emphasizes the use of reflective practice to derive insights and ideas from experiences, with the intention of applying the learning to new situations and completing the cycle.

The first stage involves practitioners engaging in a concrete experience, which entails actively testing new ideas and teaching methods in the classroom. This experience is then followed by Observation of the concrete experience and reflection on it. Practitioners should evaluate the strengths and areas for improvement in the experience, aiming to understand what facilitated or hindered students' learning. The goal is to Formulate abstract concepts, making

sense of what has occurred by connecting their actions, existing knowledge, and learning needs. To support their development and understanding, practitioners can draw upon research, textbooks, colleagues' input, and their own prior knowledge. Based on their observations and broader research, they may modify their ideas or create new approaches. The final stage of this cycle involves Determining how to apply the newly acquired knowledge and insights in practice. The abstract concepts formed by the practitioner become tangible as they are used to test ideas in future situations, leading to new experiences. The observations and conceptualizations are transformed into active experimentation through implementation in future teaching. The cycle is then repeated with this new method.

Reflective practice in language education involves "the ability to engage in a cyclical process of self-observation and self-evaluation in order to understand one's own teaching practices and improve them" (Farrell & Bennis, 2013, p. 73). It is a systematic process of reflecting on one's teaching practices, evaluating the effectiveness of those practices, and making changes to improve teaching and learning outcomes. According to Schön (1983), reflective practice is a process of "thinking about what one is doing while one is doing it and evaluating the effectiveness of the action in the light of the intended goals" (p. 68). In the context of language education, reflective practice involves considering the goals and objectives of language learning, observing and evaluating one's own teaching practices in relation to these goals, and making changes to improve student learning outcomes.

Reflective practice in language education is important because it promotes continuous learning and improvement in teaching practices and enhances the overall language learning experience for students. By engaging in reflective practice, language educators can develop a deeper understanding of their teaching methods, recognize areas of strength and areas in need of improvement, and ultimately refine their instructional strategies (Mann and Walsh, 2017). In today's dynamic and diverse educational landscape, reflective practice has become increasingly

relevant and essential for language educators. Language teaching is a multifaceted process that involves not only imparting linguistic knowledge but also fostering a supportive and engaging learning environment.

Reflective practice allows educators to critically analyze their instructional choices, classroom dynamics, and student interactions, leading to a more nuanced and responsive teaching approach (Mann and Walsh, 2013). Reflective practice encourages educators to be proactive in their professional development. It empowers them to take ownership of their teaching practices, rather than relying solely on prescribed methodologies or outdated approaches. By engaging in ongoing self-reflection, educators can stay abreast of emerging research, pedagogical trends, and evolving student needs, adapting their teaching methods accordingly. (Diasti & Kuswandono, 2020)

Reflective practice is commonly categorized into the following main types:

- Personal reflection: Engaging in individual reflection on your own practices, their successes, and weaknesses.
- Student reflections: Seeking the opinions of your students to understand what they perceive as working and not working in the classroom, as well as what they would like to have more of.
- Colleague reflections: Seeking professional opinions from your peers to compare methods and collaboratively arrive at best practices.
- Theoretical models of reflection: Exploring different schools of thought related to teaching practices and critically analyzing various theories.

It is recommended to combine and adapt these approaches to gain different perspectives and ideas.

Cambridge International Education Teaching and Learning Team (2022) proposes a checklist for creating an efficient reflection process known as the six Rs model. This model comprehends.

- Reacting: determining which area of my practice to prioritize, should I rely on data analysis, evaluate individual learner performance, or consider specific aspects of the curriculum?

- Recording: How can I evaluate my performance? This can involve an observation, a discussion, or collaborative planning. What is recorded needs to be logged in for example, a journal, notebook or form remember also to address who will record, for how long, and when.

- Reviewing: Take into account the students' genuine understanding and enjoyment of the lesson and determine the reasons behind it. Consider the stages the students did not get involved with the class and the challenges they faced. take also into account What you could try next time? How can the activities be adapted?

- Revising: What modifications or adjustments will I make? This could refer to the entire task or specific aspects of it. Some practical suggestions include transforming the task from individual work to collaborative work, incorporating a support structure for a challenging task, offering step-by-step instructions, and implementing time-based activities.

- Reworking: How will I implement this plan? Contemplate the necessary steps to be taken before and during the lesson to ensure the successful implementation of your changes. How will the students need to alter their approach to ensure progress? What specific actions and resources will you require to put your revised ideas into practice?

- Reassessing: Evaluate the effectiveness of the new strategies employed. After delivering the lesson again, assess the level of student engagement and their comprehension compared to previous attempts. What aspects were different this time? Analyze the potential areas of change, including delivery, planning, and assessment.

Teachers' Stated Practices and Preferences

Teachers' practices are the activities a teacher performs within and outside the classroom that facilitate and promote students' learning (Hattie, 2009). These practices comprehend but are not limited to setting clear expectations and providing regular feedback manifested by explicit instruction or by modeling desired behaviors; creating a positive and supportive learning environment by being respectful of all students; creating a sense of belonging by using a variety of instructional strategies, activities, tools, and resources; promoting active learning by giving students opportunities to discuss, question and problem-solve; differentiating instruction; and finally, building relationships with students (Marzano et al., 2001)

Teaching preferences refer to the individual choices and approaches that teachers have when it comes to their instructional methods, strategies, and classroom management techniques. Preferences can vary significantly from one teacher to another, as they are influenced by personal experiences, educational background, teaching philosophy, and the needs of their students. For this study, a statement is understood as a declarative sentence that makes a claim about something. It can be a fact, an opinion, or a belief (Smith, 2023).

Understanding a teacher's practices facilitates effective communication and collaboration between students, stakeholders, and fellow educators. It allows for meaningful discussions about teaching and learning, creating an open and supportive educational environment. When teachers' practices are understood, they can provide valuable feedback, seek clarification, and contribute to the improvement of the educational experience. Farrell and Ives (2015) mention the importance of

reporting a teacher's practices as this can initiate a process of reflection and professional development for educators themselves. Constructive feedback and reporting allow teachers to assess and refine their instructional approaches, enhancing their effectiveness in the classroom. It provides an opportunity for teachers to grow and improve their teaching practices, ultimately benefiting the students they serve.

Teachers' Empathy

Empathy is defined as the ability to understand and share the feelings, thoughts, and perspectives of others in a multidimensional society (Davis, 1983). It involves the capacity to recognize and resonate with the emotions and experiences of another person, without losing sight of one's own identity and perspective (Batson, 1991). Empathy encompasses both cognitive and affective components, as it involves both understanding and emotional response (Decety & Jackson, 2004). Specifically, empathy in education refers to the ability of teachers to understand and share the feelings, thoughts, and experiences of their students. It involves recognizing and appreciating the individuality of each student, considering their unique circumstances, and responding with compassion and support (Noddings, 1984). When teachers demonstrate empathy, they create a nurturing and inclusive learning environment, enhance student engagement and motivation, and foster positive relationships (Goleman, 1995). Studies have shown that empathy is an important factor in effective teaching. For example, a study by Davis et al. (2008) found that teachers who were high in empathy were more effective at managing student behavior and promoting student learning. Another study by Brackett et al. (2011) found that students who had teachers who were high in empathy reported feeling more connected to their teachers and more motivated to learn. Understanding the context of students and its relation to empathy is of paramount importance in the classroom. Each student comes from a unique background, with diverse experiences, cultures, and

personal circumstances. By recognizing and appreciating these contextual factors,
teachers can develop a deeper understanding of their students' needs, challenges, and
strengths. This understanding forms the foundation for empathetic teaching, allowing
educators to tailor their approach and support strategies to meet the individual needs of
each student.

Literature Review

The field of teachers' cognition, what teachers believe, think, and know, and its relation to instructional decisions and practices (Borg, 2003b) - has recently been the object of interest of a number of researchers in the language teaching field (Borg, 2003a, 2003b; Verloop et al., 2001). Teachers' education and the implementation of educational innovations can be successful if what teachers believe, think, and know is understood (Tran et al., in press; Verloop et al., 2001; Zhu and Shu, 2017; Zhunussova, 2021).

While some studies on teacher's cognition have focused on areas such as teachers' emotions and identity (Golombek & Doran, 2014; Yang et al., 2021), teachers' education and experience (Moodie & Feryok, 2015; Villegas-Torres & Lengeling, 2021; Wyatt & Ončevska, 2017), others have explored the influence of external factors (like the Covid 19 pandemic) on teachers' cognition (Gao & Zhang, 2020).

Some studies focus on the personal and individual realm of teachers' cognition and how this reflects on their pedagogies (Borg, 2006; Farrel & Yves, 2015; Ubaque Casallas, 2021). Others like England (2017) have decided to study teachers' cognition, finding methodological paths that would allow interpreting teachers' collective beliefs in their communities of practice.

According to Verloop et al. (2001) understanding teachers' minds can result particularly useful in informing teachers' education and the implementation of educational innovations if these pretend to be successful; Zhu and Shu (2017), Zhunussova (2021), and Tran et al. (in press) widely support this assertion.

We consider all the aforementioned variables informed by literature and related to teachers' cognition worth analyzing and contributing to the present study as we intend to explore the characteristics of the cognition of a group of language teachers and the factors that influence such cognitions. Such variables will be now expanded below.

Factors Shaping Teachers' Cognition at Various Levels

Mohammadabadi et al. (2019) used used semi-structured interviews and observations with 62 participants (30 male and 32 female teachers) in the Iranian EFL context. The main aim of this qualitative study was to investigate factors affecting teachers' cognition at different levels. Using grounded theory to analyze the data, and an ecological perspective to organize the results, the researchers presented a series of factors affecting teachers' cognition at a micro, meso, exo, and macro level (systems in the study).

At the microsystem, they found factors such as teaching equipment and facilities, teachers' mood and feelings, job satisfaction, and language proficiency. At the mesosystem, results showed that teachers' cognition was influenced by teachers' prior learning experience, the collaboration and collegiality among teachers working in the same place, teachers' self-efficacy, and critical incidents that happened when teaching or learning. At the exosystem, it was teachers' appraisal criteria, the teaching program and curriculum, and teachers' immunity (an armoring system against undesirable influences) that affected cognition. Finally, at the macrosystem, teachers' cognition was affected by government's attitudes about ELT, religious beliefs about self, and interaction and friendliness with students.

Additionally, they found that teachers' cognition was the product of the interconnection of several factors at various levels. Most of the other studies in this section resonate somehow with one or various levels in this study.

Teachers' Cognition and Emotions

Emotions are inherent to human beings; therefore, it is normal for teachers to link what they feel to what they do (Schutz et al 2018). Yang et al. (2021) define language teacher emotion as the way the teachers feel and integrate those feelings about their contexts, their practices, their own students, and themselves into their duties as educators. In their study of three university English Teachers, the researchers focused on how the feelings of shame and vulnerability, which

are common in Korean culture, affected the teachers' capacity of conducting their work in a successful way. Furthermore, the researchers also took into account the influence of stress caused by the ever-growing demand of getting high stakes on standardized tests that measure students' performance. The findings from this study showed that teachers' emotions are linked to the stages they are at during their careers. The participants mentioned that at the beginning of their professional life while being recently graduated teachers, they felt like survivors trying to fit into a system they did not know. The authors sustain that this stage consists of a mixture of enthusiasm and disorientation.

Golombek and Doran (2014) studied the role of emotions in the process of becoming a teacher by deeply examining the students' *perezhivanie*. Vygotsky (1965) defined perezhivanie as the unit formed in personality as a result of the social influence that cannot be taken in its absolute attributes. This research found that students from a teaching program tend to be subjects of "feeling-for-thinking" which is a way to manifest the feelings in the duties they perform on a daily basis as educators. Some of those feelings permeate some abilities of the teachers. In the first instance, feelings foster growth in teachers' legitimacy as it focuses on the strengths and the capacity the teachers have to overcome detrimental situations such as the lack of experience or a deficit of resources. Secondly, mediating a growth point is a stage in which the teacher realizes that their main goal is to promote meaningful learning experiences, so to achieve that, they mediate the process of overcoming the factors they are afraid of in an act of self-encouragement.

Adverse Situations Shaping Teachers' Cognition

The courage of teachers, when situations of large magnitude hit their duties, was investigated by Gao and Zhang (2020) in their study about the impact on teachers' cognition from having emergency online classes during the COVID-19 pandemic. The study found that this sanitary emergency proved to be an opportunity for teachers to grow in knowledge, skills, use of technology, and most importantly, their cognitions. The latter is recognized to be growing since the

teachers realized that there is room for the implementation of educational processes outside the traditional classroom. The teachers had changed their minds and now believe in the benefits of having virtual environments for learning. Nevertheless, getting used to these new ways of teaching can also lead to frustration as teacher-student interaction is greatly reduced. So, it was the duty of the teachers to learn how to overcome the feeling of frustration and mind blockages. Another bad feeling the teachers learned to avoid was anxiety. This feeling was produced because of the expedited need to change the methodology they had been using due to the imminent possibility of getting ill. Because our study was developed during the period of time right after the Covid-19 pandemic, we find the study by Gao and Zhang (2020) worth including in this revision of the literature.

Teachers' Learning and Teaching Experience Shaping Their Cognition

Teachers' own language learning experience and their experience as language teachers are dimensions that shape their cognition and their decision-making in their practices (Borg, 2003; Holt Reynolds, 1992). This claim is supported by a study made by Moodie and Feryok (2015) involving two experienced and two novice language teachers teaching English as a foreign language in the context of three public schools in an industrial town in South Korea. Using reflective writing, interviews, and classroom observations during an 18-month period and with the help of qualitative analysis software, the researchers found that teachers' preferred methodologies for teaching English were strongly influenced by their own experience as language learners. This is corroborated by Rosas-Maldonado et al. (2021). There is, however, a significant difference between novice and experienced teachers in how they consolidated their interest in language learning and teaching. The first might have experienced more career commitment as a result of the schools they studied at, while the latter consolidated their career interest and commitment because of their place of work. Both age and context seem to have had a significant impact on participants' cognition. These findings suggest that the variables of age and workplace must be

considered when studying teachers' cognition, and thus, they provide clearer directions to our study. We also found this exploration significantly valuable since our participants also vary in age, career history, qualifications, and experience.

Reflective Practice and Teachers' Cognition

Borg's (2011) work on studying teachers' cognition development showed that when subjected to intense work, teachers evolve the way they think, believe, know, and perform in their classrooms. Borg's study demonstrated that after intense work sessions, teachers are more prone to openly speak about their duties. Another finding demonstrated that teachers' awareness grows as the sessions are performed as well as their beliefs articulation gets benefited. The authors concluded that teachers develop and strengthen their initial beliefs by practicing. At the same time, those beliefs are shaped or shifted when the teachers reflect on them. Farrell and Ives' (2015) study relates to Borg's (2011) findings in that it demonstrates the correlation between teachers' cognition and the way they conduct their classes. Farrell and Ives (2015) found that when teachers reflect on their preconceptions and beliefs, they become more aware of their role within the classroom and how those behaviors have an impact on their students. In the search for humanizing pedagogy, Ubaque-Casallas (2021) studied how the teacher's professional self merges with the personal self's own beliefs to then negotiate and validate their thoughts and actions in the doing.

Cognition Informing Educational Decisions and Teachers' Education

The field of teachers' cognition may seem a rather personal and internal phenomenon; however, it has been demonstrated that external phenomena may have a tremendous impact on what teachers think, believe, and do (Borg 2003b, 2011; Villegas-Torres & Lengeling, 2021; Wyatt & Ončevska, 2017; Moodie & Feryok, 2015; Gao & Zhang 2020, among others). One of these extrinsic factors that actually constitutes a core contextual variable for our study is the subject of

educational innovations and their relation to teachers' minds. Verloop et al. (2001) suggest that such innovations succeed only in the degree to which attention is given to the role of the teachers and their cognition.

Findings from Zhu and Shu (2017) while investigating the impact of a national innovation towards a communicative approach to language teaching in the city of Danyang, China, corroborated that the change in the teachers' cognition had a subsequent effect on teachers' practices. In this particular study, the participants' cognition changed from a deep-rooted affiliation with grammar-based methods to the rising interest and use of communicative task-based approaches to language teaching. This study, however, revealed that the relationship between cognition and practice was incongruent when top-down and fast-paced teacher education was promoted. Similarly, Wyatt and Ončevska (2017) reported incongruence between top-down and fast-paced teachers' education and the actual classroom practice. Other findings from Zhu and Shu revealed that it was not only the implementation of the nationwide methodological innovation that had an impact on their cognition and practices, but it was also a combination of participants' professional expertise and capacity. A level of cognition-practice incongruence was also reported as a result of external pressure caused by top-down directives on the implementation of high-stake exams.

Finally, they state that change in teachers' cognition and receptivity to language policies and curricular changes take considerable time as long as stakeholders and administrators put significant effort and accompany the implementation with bottom-up teacher education programs. This is corroborated by Wyatt and Ončevska (2017), and Villegas-Torres and Lengeling (2021).

Teachers' Attitudes Towards Language Teaching Influencing Their Cognition

In a study on teachers' attitudes and beliefs towards English language and English language teaching conducted in Kazakhstan with 25 female teachers from 4 universities, all having studied in the US or the UK, and using a set of semi-structured interviews, Zhunussova

(2021) found that, as a result of the re-examination of their perception of English and reflection on their transnational experiences, participants re-constructed their professional identity and gained more awareness on the pluricentric view of English (English is not a fixed system or standard, but there are multiple varieties beyond American or British English) which they believe should be reflected in their practices. On the other hand, the fixed normativity of the context the participants belonged to, resulted in a conflict for teachers which they reported trying to overcome in their practices. Here, the expected global and communicative sense of English language teaching contrasted with the students', policymakers', and even social perceptions of English as a standardized system of communication that has to be approached systematically and accurately, or "*Pure English*," in the words of the participants of Zhunussova's (2021) study. These macro conceptions seem to hinder the feasibility of the plurilingual practices that are promoted by the innovations of a global English curriculum. We can conclude that socially constructed perceptions of the target language that learners and policymakers could have, would somehow have a space in teachers' cognition and this will reflect in their practices. This last assertion is highly relevant for our study since it is precisely in the context of a curricular innovation program towards English as a language for global communication that this investigation develops.

Teachers' Cognition and Curricular Innovations

Another study worth examining is the one developed by Tran et al. (in press) which also developed in the middle of a curricular renewal process responding to national policies; this time, in a public upper secondary school in central Vietnam. The participants were six experienced teachers purposely selected from different school grades. All the participants hold a bachelor's degree in EFL teaching. They participated in professional development activities, including short courses in relation to the implementation of the new curriculum provided by the provincial Department of Education and Training of Vietnam.

The researchers investigated Vietnamese EFL teachers' cognitions about reformed curricular content. They wanted to gain in-depth insights into the relationship between the teachers' cognitions and practices, and also the internal relay within the teachers' cognitions regarding activities and the sequence of the activities they use to enact the curriculum. They also wanted to discover how teachers use textbook activities in their lesson planning and actual teaching. In their investigation, they used qualitative software (Nvivo 11) to analyze qualitative data resulting from the implementation of semi-structured interviews, informal conversations, lesson plans, and classroom observations.

Findings show that teachers' deep-rooted beliefs about language teaching and learning were the first resource teachers used in order to enact the curricular innovations in their own ways; these ways, however, illustrated a focus-on-form approach. Findings from Tran et al. (in press) discuss two main sources of influence on teachers' cognition when they reflect on focus-on-form approaches. The first source is teachers' learning experiences just as Moodie and Feryok (2015) corroborate, or test-oriented teaching environments. The second source is the community of practice teachers belong to (also in Wyatt and Ončevska, 2017).

Since our study develops in the midst of a curricular renewal process and the participants belong to a community of practice with significant PD experiences we found methods, implications, and findings from Tran et al. (in press) more than relevant to inform our study.

Continuing Professional Development Shaping Teachers' Cognition

Wyatt and Ončevska (2017) investigated teachers' cognition related to continuing professional development (Guskey, 2003) focusing on a group of teachers with diverse profiles based on experience, qualifications, and a wide range of ages and working conditions; the same feature of the variety of participants' background is seen in the study of Gao and Zhang (2020). Wyatt and Ončevska (2017) found that, in the minds of the teachers, continuing professional development was conceptualized as a top-down approach, yet all the significant and enriching

experiences related to professional development reported by the participants related to bottom-up approaches while the disappointing experiences related to top-down processes. The findings also showed that there was an incongruence between teachers' cognition and national government policies. Even though there is little evidence on the impact of the investigation of teachers' cognition on the policymakers' decisions; Wyatt and Ončevska (2017) suggest other researchers make this incongruence more visible so teachers and policymakers can benefit from research in the field. Again, this relationship among teachers' cognition, professional development, and teachers' practice represents a field of relevance for this project; we strongly believe that findings resulting from this study can inform professional development processes and language policies such as the ILEX new syllabi creation among other changes as standardized evaluation in the context explored.

Villegas-Torres and Lengeling (2021) developed a study in order to understand the challenges and decision-making involved in the transition teachers experience when they evolve from being a novice to expert educators and all the in-between professional development stages that are involved in this evolution. Using semi-structured interviews, Villegas-Torres and Lengeling (2021) found that the level of expertise of a teacher does not necessarily correspond to the number of years of experience in the field as it is traditionally believed. The study revealed that a number of circumstances and career events can influence a teacher to move from novice to expert stages of professional development, and in these transitions, teachers' emotions and their capacity to take agency of them determine such promotion. Another important aspect that resonates with the work of Wyatt and Ončevska (2017), is that the influence of peers, mentors, former teachers, and other members of their work settings with whom teachers relate plays an important role in modeling teachers' cognition, identity and practice as teaching is not a solitary activity.

Methodological Perspectives to the Study of Teachers' Cognition

There are multiple methodological perspectives to the study of teachers' cognition; next we will revise some that we found relevant and inspiring for our study.

Collective Perspective to the Study of Teachers' Cognition

Even though most studies on the field take the individual as the unit of analysis (Borg, 2006). England (2017) on the contrary, decided to study Teachers' cognition from a collective perspective. In order to provide more insights on carrying out an investigation on teachers' cognition from a collective methodological perspective, England (2017) studied the interactions and cognition of a group of five teachers and 3 teachers instructors in a national education language center providing intensive in-service education and training for Indonesian state sector primary and secondary school foreign language teachers. The researcher worked under the assumption that language teacher educator cognition research can be viewed as either a field within language teacher cognition research or as a parallel field itself. Through individual and group dialogues, observations, and post-observation dialogues, and after the validation of the data collected through these instruments, the researcher found that the use of *Standardized Mediational Tools* brought great value to the exploration of teachers' cognition. These are artifacts such as language teaching materials, autobiographical fact sheets with prompts about participants' professional, personal, and educational experiences for them to complete, or teaching dilemmas or scenarios. They are standardized because they were used with all the participants either at individual or group levels. These tools helped researchers orientate conversations towards particular dimensions of the teaching job such as understanding teachers' professional contexts, exploring broad issues of language teaching and learning, or co-constructing specific beliefs about language teaching and learners. These findings also reaffirmed Borg's (2003b) idea that in language teacher cognition research not only methodological grounds have to be considered, but also awareness of what is practically feasible,

acceptable, and permissible in the particular context under study. This assertion gives direction on methodological approaches for the present study.

Individual Perspective to the Study of Teachers' Cognition

In contrast to the aforementioned collective perspective to the study of teachers' cognition, Villegas-Torres and Lengeling (2021) did not compare the views of various people, instead, they focused on an individual and her process of becoming an expert teacher through time. This study was carried out in a university in central Mexico in which a thirty-year-old teacher provided information about her evolution via semi-structured interviews that were recorded, transcribed, and then analyzed in order to get insights into how the challenges and decisions made by teachers during their careers affect their emotions, identity, socialization, and agency. Data collected from these interviews was analyzed using the phases of Huberman's (1993) teacher career cycle model of teacher professional development that ranks teachers' stages in (a) career entry, (b) stabilization, (c) experimentation diversification, and (d) reassessment. Even Though our study focused on a group of teachers and not a single individual, the use of semi-structured interviews and the theoretical lenses through which the data was analyzed informed the design of the methodology of this present study.

Narrative Inquiry in the Study of Teachers' Cognition

Even though there are several similarities among the consulted studies in terms of interests, aims, and findings, the methods used to develop such investigations vary considerably. Ubaque-Casallas (2021) approached the problem of his study by analyzing the development of the teaching practices of two individuals and their impact on the teachers' beliefs departing from a decolonial view. The participants shared the same educational background, the same experience in terms of time, yet they did work in different universities in Bogotá, Colombia. The researcher collected data from their subjects via periodic narrative interviews over a span of approximately

six months that later were analyzed in order to identify problems in practices, knowledge, and feelings.

Yang et al. (2021) studied the interplay of identity and emotional trajectories in EFL contexts from an integrative perspective. To achieve this, they collected data from three English teachers from three different public universities in China. These teachers had considerable experience, yet they are at different stages of their careers. The researchers collected the data by using two semi-structured interviews that utilized the "life story strategy" to access the teachers' emotions. The data analysis stage followed an inductive-deductive content analysis. The deductive procedure was used to code the data, while the inductive procedures involved identifying themes regarding content, structure, process, and mediating context.

Golombek and Doran (2014) studied how to respond to the intense and often conflicting emotions expressed in the reflection journals of a novice teacher who is overcome by the demands of early classroom teaching experience. This study was carried out within a large university in the southeast United States with eleven interns, three males and eight females,from a capstone course of the Teaching English as a Second Language program. To collect data, the participants of the study fulfilled a reflection journal. The data analysis intended to identify the emotive content consigned in the intern's journals to later examine the extent to which teacher emotions appeared in the narratives index to see if there is any dissonance or congruence and further suggest any growth action accordingly.

Content Analysis and Common Data Collection Methods to Explore Teachers' Cognition

Common data collection methods used to explore teachers cognition comprise interviews (mostly semi-structured interviews), classroom observations, questionnaires, and the use of artifacts such as lesson plans or reflective journals; next we present relevant a set of studies using these data collection methods and qualitative content analysis to process the gathered data.

Moodie and Feryok (2015) used reflective writing sessions, interviews, and classroom observations for a period of 18 months to study how commitment affects teachers' cognition. The participants of this study consisted of both experienced and novice teachers. The gathered data was analyzed using content analysis and a software called MAXQDA 11 to code the information into the following categories: (1) critical incidents in language learning, (2) reasons for becoming teachers, (3) reasons for teaching English, (4) influence of language learning/ teaching experience, and (5) conceptions of teaching/ELT. In a second stage, that same information was re-coded into the following categories:(1) affective, (2) continuance, and (3) normative mindsets to narrow down the findings.

Similarly, Zhunussova (2021) used semi-structured interviews with follow-up interviews (only when needed) as data collection methods to study the influence of Global Englishes, ELT curriculum, teachers' multilingual realities to foster better pedagogies; teachers' attitudes towards English, and educational innovations. The analytical process conducted included built bottom-up analysis, comparative analysis, cross-interview comparisons,   and going back to transcribed interviews to check provisional coding to ensure consistency and reliability. Firstly, the interviews were transcribed. Secondly, there was a data familiarization stage which involved reading each transcription several times. And finally, the transcriptions were carefully examined to identify key themes: the initial codes were created through "line-by-line coding''.

Wyatt and Ončevska Ager (2017) investigated the influence of bottom-up continuous professional development, local educational policies, and cognition on proposed new educational practices in 30 English teachers from Macedonia varying in experience and qualifications. The data was collected through a questionnaire that was designed in a way it did not give hints about what was the focus of the study. To analyze the data, the researchers interrogated their qualitative information, then, developed categories inductively, and then involved a colleague with considerable teacher educator experience as a third co-analyst, which resulted in further reorganizing and re-labeling.

In the study of Tran et al. (in press) the researchers intended to expand the field of teachers' cognition and beliefs in the middle of a curricular reform responding to national policies in Vietnam. To achieve this, six experienced teachers with bachelor's degrees in EFL were subject to semi-structured interviews, informal conversations, lesson plans, and class observations. A thematic approach was adopted to analyze the data for this study with the support of NVivo 11 software. The data coding and theme development followed an iterative process in which the researchers repeatedly went forwards and backward in reading, coding, and developing themes that emerged from the data analysis.

Finally, for their study, Zhu and Shu (2017) selected 10 teachers from a public school to conduct the study; nevertheless, one of the ten teachers was purposefully (because she was representative of the population and because of her experience) selected as the focal informant of the project. Consequently, the findings of the study refer to this teacher only. To collect the data, field notes, interviews, teachers' journals, and classroom observations were carried out. The data analysis was done by using open coding and axial coding, generating 137 open codes, which fell into 11 broad categories.

Methodology

Qualitative Case Study

Investigating teachers' cognition and beliefs inevitably means dealing with the intricate and particular features of each individual's mind and many non-observable phenomena only accessible through qualitative research and methods. We opted for a qualitative approach since qualitative research provides an in-depth, intricate, and detailed understanding of meaning, actions; observable as well as non-observable phenomena (opinions, thoughts, beliefs), attitudes, behaviors, and intentions as it gives voice to participants and reveals issues present underneath the surface of mere present behaviors and actions (Cohen et al., 2018).

We identified with the virtues and must-haves of qualitative research expressed by Savin-Baden & Major (2010) in order to make it attainable and ethical. Some of these virtues are courage, respectfulness, resoluteness, sincerity, and humility.

Our research developed as a representative case study since in our context of investigation we could count with a rather small number of individuals that resemble the characteristics of the larger group; besides, *a case* can be based on any number of units of analysis (an individual, a group of individuals, a classroom, or a school). Bryman (2004) defines a representative case study or exemplifying case study, as a study aiming at capturing the circumstances and conditions of an everyday or commonplace situation.

Context

This study was carried out in the language institute of Universidad Tecnológica de Pereira, a public university in the city of Pereira, Colombia. The city is located in the world-famous coffee triangle and has approximately 1 million inhabitants in its metropolitan area. The university offers undergraduate and graduate programs in a variety of areas including engineering, education, arts,

medicine, and sports science. The language institute provides English language instruction to the population of the university (more than 18.000 students, teachers, and administrators).

Thirty-eight instructors teach English language courses at the institute. Eighty-two percent of the teachers have a BA degree in English Language Teaching or in Bilingualism with an Emphasis in English of which, 13% hold MA degrees in language-related fields such as linguistics, bilingual education, English didactics, or other areas such as neuropsychology and education and neuroscience and education. Twenty-four percent of the teachers are pursuing MA degrees in education or bilingual education. Eighteen percent of the group of teachers are professionals in other areas such as computer science, international business, and music, or do not have a professional degree at all. This last group possesses, however, vast experience in language teaching and international language proficiency level certifications in the languages they teach. It must be mentioned that half of the teachers with no professional degree are pursuing BA programs related to language teaching. Finally, 26% of the teachers are novices and recent young graduates with a BA in bilingualism with an emphasis in English, an English teaching program from the same university. The institute has a continuous professional development (CPD) program in which teachers are accompanied by a group of academic advisers in the development and implementation of their own initiatives for CPD based on their own professional needs and following Maggiolli and Richardson's Inspire Model (2008). INSPIRE is an acronym meaning *Impactful*, *Needs-based*, *Sustainable*, *Peer-collaborative*, *In-practice*, *Reflective*, and *Evaluated*. This type of professional development differs from the traditional top-down models because it departs from the teachers' needs and engages them in a process of collaborative training in practice (as opposed to an expert imparting a one-time session), and it is evaluated to determine its impact.

Currently, both the university and the institute are going through a process of curricular renewal responding to institutional development plans. These plans foster principles of internationalization and global education. During the time this study was conducted, all the

teachers attended sessions of contextualization and training to become acquainted with new curricular structures which include core curricular dimensions such as communication and literacy, cognition, society and culture, education and professional development, and global 21st-century skills such as collaboration, innovation, creativity, critical thinking and metacognition, entrepreneurship, critical and global citizenship, and digital literacies. As a result of the Covid-19 pandemic, all teachers taught courses online between March 2020 and January 2022. After the lockdown, the remote teaching modality became an official option for students enrolling in the courses and many of the teachers at the language institute teach courses remotely and in person.

Participants

The participants of this study were six English teachers from the aforementioned institute. These teachers were selected by purposive sampling (Etikan et al., 2016), a non-random technique in which participants are deliberately chosen due to the qualities that they possess. For our study, we wanted participants varying in experience, qualifications, and roles in the institute. The first refers not only to years of teaching experience but also to experience teaching at different educational levels; the second deals with participants holding a diploma in language teaching or in other disciplines, or graduate diplomas such as MAs or specializations. Finally, the roles of participants, different from their main teaching positions at the institute, constitute important contextual factors for this study. All of the above as an attempt to mirror the main most relevant features of the whole team of teachers for this study; additionally, experience, education, and context are variables commonly encountered when studying the cognition of teachers. Next, there is a brief description of each participant. Pseudonyms were used to protect their identities. Participants were asked to select their own pseudonyms in an attempt to generate positive rapport and collegiality.

Vincent, 37 years old, holds a BA degree in music from a Colombian university and an MA in music composition from a British college. *Vincent* has 12 years of experience teaching English as a foreign language, mainly in higher education. He has worked at the language institute for the last eight years. Apart from being a member of the assessment team of the institute, *Vincent* is a host of the radio program the institute has on the institutional radio station and is an active participant in cultural activities organized by the institute.

Celeste is 33 years old and holds a BA degree in English language teaching from UTP. She has considerable experience teaching young learners and has worked at the institute for more than 12 years. In her experience at the institute, she has played a variety of roles such as being an academic advisor, being a member of the assessment team, and being part of a series of English language teaching projects at the local and regional level dealing with mentoring English language teachers from public schools.

Elliot, aged 30, has a total teaching experience of 12 years and has worked for the institute for the last eight years. He has a BA degree in language teaching and an MA in bilingual education. At the institute, he has worked on multiple bilingual projects including teacher training programs and curricular design programs at a regional level. He is also part of the academic advising team of the institute and the testing department. He has also considerable experience teaching blended English courses (students in person and online in the same course) and courses in remote online teaching modality.

Sebastian, aged 24, recently received his BA degree in bilingualism with an emphasis in English. He has been working at the institute for the last one and a half years and is part of the assessment department. He is an active member of study groups and co-planning and co-teaching groups generated at the institute as part of its professional development program.

Nicolás, aged 43, has a total language teaching experience of 21 years. He has worked for the institute teaching English, Portuguese, and German courses for the last nine years. He has

advanced (C1) language proficiency certifications in English, German, and Portuguese. He does not have an official language teaching professional degree.

Huang Cho is 39 years old and has been teaching English for nearly 20 years; he has consolidated all his experience working for the language institute of the university described in the context of this study. He has extensive experience as an academic adviser designing, adapting, and implementing PD models in the institute. Huan Cho is constantly studying other languages such as French, Italian, and German, has a background in physical and mechanical engineering, and is a strong self-taught individual. He is currently in charge of the design of English proficiency exams at the institute and runs the assessment team in charge of implementing those tests.

Researchers' Roles and Positionality

Understanding that a researcher's power and influence play a role in the research, this section explains the positionalities of the two researchers in the present study. Both researchers are also language teachers at the same institute and have previously been colleagues of the participants. Andrés is one of five academic advisers at the institute. His duties include participating in the design and implementation of professional development programs and providing professional development to the staff. As part of Andrés' responsibilities, he advises and supports teachers in their academic and professional needs (interpreting and enacting the new curriculum, fostering students' interaction in the classroom, teaching a particular language skill effectively, applying methodological principles in the classroom, etc, are just some examples), and reports on the teacher's participation in professional development sessions to the coordination of the institute. Teachers he advises are required to attend monthly individual or group meetings with him to discuss challenges in their classrooms and design and develop action plans; they are also asked to stay in touch with him for support and guidance when needed. Eduardo is one of seven

members of the English assessment team at the institute in which two of the participants of this study are also members. This team is in charge of the creation, implementation, and analysis of assessment tools to evaluate students' English Proficiency. It must be clarified that this research study is not a duty or part of Andrés's role as an academic adviser at the institution nor does the participation of teachers in the study constitute in any way a requirement for teachers to comply with their professional development program. The power relationship between Andrés and the participants of the study is expected to be mainly horizontal as it has been established in the description of the continuing professional development program in the context section. Honest collegiality and legitimate interest from the participants motivated their participation in the study. Participants voluntarily signed consent letters informing them the nature and purpose of the research as well as their compromises and rights (see Appendix B)

Data Collection Methods

In order to collect data to answer the research questions, we used a series of methods typical of qualitative research which are described below.

Interviews

A standardized open-ended and semi-structured interview (Cohen et al, 2018; Patton 2014) was conducted with each participant. These interviews were *standardized* not because the instrument was closed, but becaus*e* the wording and sequence of questions were determined in advance and all the interviewees were asked the same basic questions in the same order. Because interviews were also open-ended and semi-structured, probes to ask the respondents to extend or elaborate more on their answers were used when needed.

Because the purpose of this study was to unveil the main characteristics of participants' cognition and the factors influencing such cognitions, we decided not to ask participants directly about their sets of beliefs, thoughts, and knowledge about their jobs; instead, we opted for narrative inquiry and visual elicitation techniques in our interview. The interview had two main sections with basically only two prompts given to the participants. In the first part, we asked our participants to tell how they became teachers emphasizing in-detail narration of the path they took from the moment they considered it all started and mentioning anything they thought was relevant or had a connection to the main question; in other words, they responded to a life-story interview. This type of narrative inquiry interviewing is used in qualitative research when the main purpose is to have a first-hand account of the participants' experiences (King et al, 2019; Patton, 2014).

In the second part of the interview, we asked participants to draw a diagram to represent what they believed constituted the teaching profession; they were free to decide the type of diagram they would use, and were told to establish the relations, hierarchies, or other visual elements as they preferred; they would explain the diagram later on. King et al (2019) refer to this type of interview as a visual elicitation method; they distinguish between pre-existing visual materials as stimuli for taking and material that is created at the moment of the interview. We decided to go for the second (see examples of these diagrams in Appendix D). These visual elicitation methods can generate new ways to access and represent experiences and sometimes even overcome the limitations of merely verbal communication.

Kvale and Brinkmann (2009) identify two types of approaches to interviews: The "miner" who sees the interviewee as a source of precious material and is determined to extract it, and the "traveler" whose main interest is to accompany the interviewee as a partner into an unknown land. The former extracts information and the latter co-constructs knowledge; we definitely went for the "traveler" approach as we are equals in our jobs as teachers and our questions and probes in the interview prompted them to go deep into their experiences. We accompanied our participants on

the journey into their introspection instead of "questioning" them for their cognition. (See Appendix A)

Stimulated Recalls

Stimulated recalls were selected as our second method of data collection as this type of data collection as a procedure to collect valid verbalization of thoughts while an individual is performing a task (Ericsson, 2003) and that would place the cognition of teachers in a context of immediate relevance for the teaching profession: the class. Polio et al (2006) sustain that stimulated recalls are valuable in the exploration of aspects of teachers' cognition of the participants as well as a way to find the reasons for decisions or actions during class sessions.

As all our participants were teaching at least one of their courses in online-remote mode and had recorded sessions of these courses already, we asked them to select a recent recording of one of their classes and share it with us. As part of the protocol of preparation for the stimulated recall session, both the participants and the researchers would watch the recording. Before the actual session, the researchers would spot specific moments during the recording (checkpoints) they would like teachers to comment on and prepare some questions to wrap the session up. The stimulated recall sessions were carried out virtually because they were easier to arrange and because recordings and transcripts were also easier to obtain. During the session, the researchers would play the video of the lesson and the participants would ask them to stop the recording at any point they felt they needed or wanted to explain what they were thinking at the moment of the actual instruction; if needed, only, the researchers would stop the recordings (following the pre-established checkpoints) and ask them to comment; most of the time, there was no need for the researcher to stop the recording, participants would call it first. (See Appendix C for complete protocol). The protocol was constructed upon notions from Gass and Mackey (2016), and Bowles (2019).

Data Analysis

The purpose of qualitative data analysis and interpretation is to generate an understanding of collected data so research questions can be answered (Cresswell & Guetterman, 2015). We used *Content Analysis* in order to make sense of our qualitative data and answer our research questions. Patton (2014) suggests that Content Analysis is an appropriate process of qualitative analysis for qualitative case studies and adds that it is commonly defined as any form of qualitative data reduction in search of core consistencies and meaning. Usually, Content Analysis is used to analyze documents such as interview transcripts or diary entries in order to find recurring themes. In such a reduction of data from our interviews and stimulated recalls, we followed a process involving data organization and preparation, including the use of computer programs; coding, construction of themes, and data validation as described below.

Data Organization and Preparation

The recordings of the interviews were processed with an online computer program called Tactiq.io. This software allowed us to generate an initial transcription rapidly and with an acceptable level of accuracy. After the transcription was generated, the researchers corrected the imprecisions of the transcript by listening to the recorded interviews or stimulated recalls and rectifying any mistranscription. The resulting corrected version was later condensed into a new version of the file without the name labels and times generated by the software, and in general any irrelevant content; the main aim was to clear the text file from any irrelevant piece of data. Once the files were cleared and condensed, they were uploaded to the qualitative data analysis software Atlas.ti Web version v4.13.2-2023-03-30. Duplicates of the documents were saved at every stage of the process.

Coding

A priori codes were created to conduct an initial exploration of the documents and label relevant quotes from participants. These codes were grouped in relation to the research questions, for rather organizational purposes, into three main groups named *Question 1*, *Question 2*, and *Question 3*. Emerging codes (ad-hoc/In-Vivo) were initially grouped into the aforementioned groups for faster and more practical navigation of the documents. See the codes in Table 1 below.

Table 1

A priori and in-vivo coding

	A priori	**Ad-hoc/In-vivo**
Question 1	*Beliefs* *Thoughts* *Doing* *Knowledge*	
Question 2	*Teaching Experience* *Ts Education* *Ts Professional Development* *Classroom Practices and Interaction* *Place of work* *Family* *Peers* *Students* *University* *Nationwide Educational system* *Research Engagement* *Cultural Identity*	
Question 3	*Reflection* *Self Awareness* *On-the-spot Realization* *Self Identification*	
		Childhood experiences

En los zapatos del otro
Assumption
Decision making
Ideology
changing cognition
Achievement
Teaching role Model
How it all began!
Individual study and preparation
own experience as a learner
Age
Use of Spanish
Other work experiences
Personal relations
Reading: pleasurable
Reading: Academic and
professional
Deep-rooted teaching principles
Worldview
Teaching Preferences
Virtual Classes / pandemic
Curriculum
Feelings and/or Emotions
The role of a teacher
Lg Acquisition/Learning & Practice

The coding process was carried out simultaneously by both researchers each working on a given number of documents in a shared Atlas.ti project. This required constant real-time communication between researchers and the creation of a book of memos with the explanation of new In-Vivo codes; each time a new In-vivo code was created by any of the researchers, an instant message would alert the other to revise the book of memos and see a clarification of the new code with an example. By the end of the initial stage of the coding process, 47 codes were created and a total of 527 entities related to these codes (cites) were generated.

In order to ensure agreement in the coding process, we decided to run an inter-coder agreement process (ICA) by revising the documents the other researcher had coded and

assigning a numerical value of one (1) if the researcher agreed with the relation between the cite and the codes assigned; in case of no agreement, the value would be cero (0); after completing the revision and obtaining the average of entries in agreement, the inter-coder agreement revealed high consistency with a result of 89.7 %.

Reducing Overlapping and Redundancy

After validating the coding process with the ICA positive result, the researchers went over the codes once more; this time, to find similarities among codes and citations in those codes in order to merge and reduce the number of codes into main themes. In this process, some codes, because they were associated with a vast number of cites from the document, remained as they were initially named, some others were grouped into broader related categories, and a few others were found statistically or content irrelevant so they were discarded (see codebook in Appendix E). This time, the resulting number of codes was 17(categories), which in turn, were grouped into six main themes. See Table 2 below.

Table 2

Codes, categories, and themes

Grouped Codes	Categories	Themes	Relation to research question
Achievement, Curriculum, Nationwide Educational system. Place of work	Contextual professional factors influencing cognition		
Age, Childhood experiences, Family, How it all began! Other work experiences, Personal relations	Other factors influencing cognition	**Factors influencing teachers' cognition**	Q2 What are the factors that influence ILEX teachers' cognition?
Individual study and preparation, Reading: Academic and professional,	Academic and professional growth		

Research Engagement, Ts Education, Ts Professional Development, University			
Lg Acquisition/Learning & Practice, own experience as a learner, Reading: pleasurable	Participants as learners		
Teaching role Model, Peers, Students	People of influence on participants' cognition		
Teaching Experience	Teachers' experience		
Classroom Practices and Interaction, Doing	Instructional practices		
Deep-rooted teaching principles, Teaching Preferences	Teaching preferences	**Teachers' stated practices**	Q1 What characterizes a group of ILEX English teachers' cognition?
use of Spanish Virtual Classes/pandemic	Teaching virtually and Participants' instructional practice		
assumption (IV) Cultural Identity Ideology Worldview	Ideology and worldview		
Beliefs	Beliefs	**Teachers' mind**	Q1 What characterizes a group of ILEX English teachers' cognition?
knowledge	Participants' knowledge		
Thoughts	Thoughts		
Decision making, On-the-spot Realization, Reflection, Self Awareness, Self Identification, The role of a teacher	Reflection	**Teachers' Reflection**	Q3 What potential outcomes could arise from participants' engagement in a study exploring their own cognition?
En los zapatos del otro, Feelings and/or Emotions	Participants' emotions	**Teachers' Emotions**	Q1 What characterizes a group of ILEX

			English teachers' cognition?
changing cognition			Q1 What characterizes a group of ILEX English teachers' cognition?
	Changing cognition	**Teachers' Changing Cognition**	Q3 What potential outcomes could arise from participants' engagement in a study exploring their own cognition?

After the reduction of codes into themes, we gained an understanding of how data obtained from interviews and stimulated recalls related and revealed characteristics of participants' cognition, factors influencing their cognition, the role of reflection, and other unexpected emerging themes. Such understanding facilitated the scrutiny of data and the eventual materialization of findings. We could also identify how those themes related to our research questions.

Findings and Discussion

The resulting themes from the data analysis described in the previous chapter derived into the main findings that this chapter will present, analyze, and discuss. Findings are organized into the following main categories 1) *Formal and Informal Educational Factors Influencing Teachers' Professional Identity, Knowledge, and Practices* 2) *Participants' Distinctive Cognitions,* 3) *Research Participation as an Emergent Opportunity for Reflective Practice, and* 4) *Unexpected Findings* .Sub findings constituting the aforementioned categories and their relation to participants' professional identity, knowledge, and practice are illustrated in Figure 3, which is an intended mechanism to navigate through the findings of this study as well.

Figure 3

Map of research findings
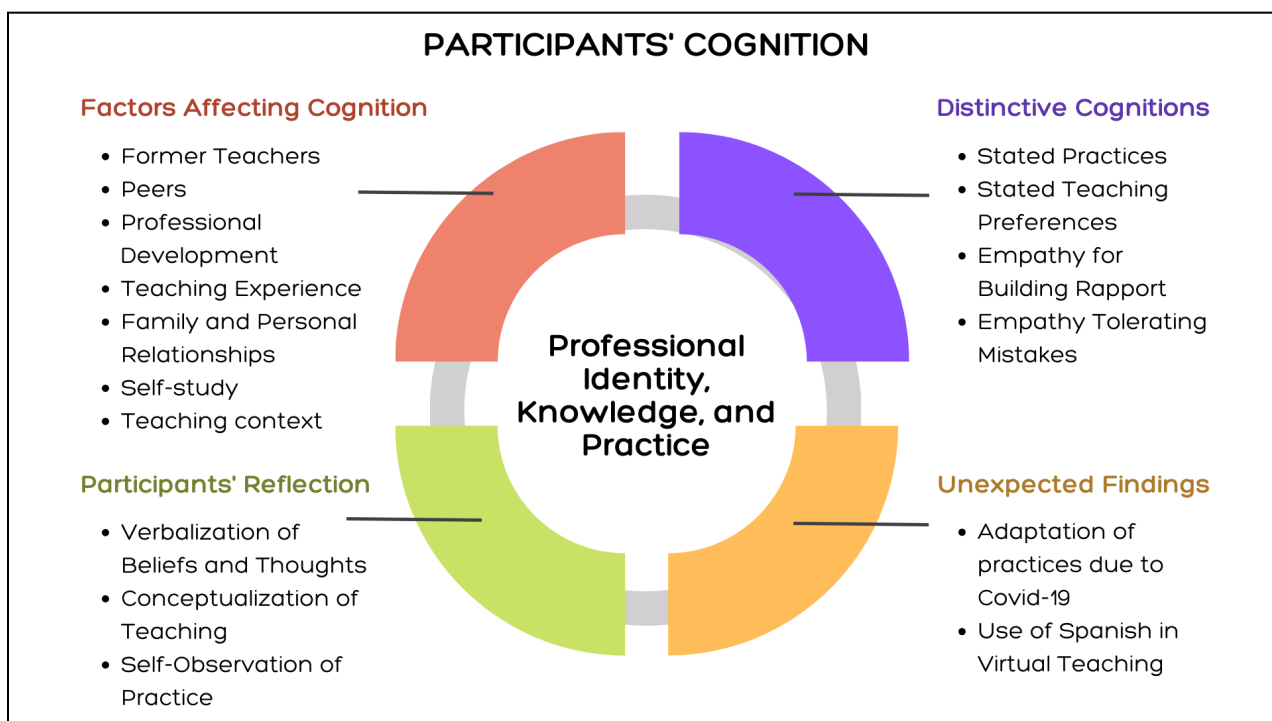
Formal and Informal Educational Factors Influencing Teachers' Professional Identity, Knowledge, and Practices

In this study, the process of data analysis has revealed a series of formal and informal educational factors such as participants' former teachers, peers, ILEX professional development model, participants' teaching experience, family, self-study, and teaching context having an influence on participants' professional identities, knowledge and practices. We will focus on describing, analyzing and discussing only the factors mentioned above since they represent a tendency considering the number of mentions by participants (see Table 3 below).

Table 3.

Number of mentions of factors influencing their cognition by participants

	Vincent	*Huang Cho*	*Elliot*	*Celeste*	*Sebastian*	*Nicolas*	*Totals*
Former Teachers	4	4	8	6	3	5	**30**
Peers	7	7	8	4	1	7	**34**
Professional Development Model	5	7	6	4	0	5	**27**
Participants' Teaching Experience	10	5	6	8	7	7	**43**
Family and Personal Relations	2	5	3	5	6	5	**26**
Self Study	2	8	2	2	3	13	**30**
Teaching Context	8	8	8	12	2	3	**41**
Curriculum	1	1	8	5	1	1	**17**
Nationwide Educational System	0	1	2	0	0	0	**3**

Again, it must be mentioned that participants were not directly asked about factors influencing their cognition, but the factors in Table 3 resulted from participants' own accounts from

both interviews and stimulated recall sessions. Below we present some samples of how participants referred to these factors and how they relate to their cognition,

Former Teachers as a Factor Influencing Professional Identity

Participants were not directly asked about any factor they believed had an influence on their cognition or who they were as teachers; instead, they were asked to narrate how they became teachers including any type of information they considered had any influence on who they were as teachers. In their accounts, we found, firstly, that all the participants mentioned teachers in participants' teacher education programs as a factor having an impact on their cognition (See Table 3).

When talking about how he has learned to relate more effectively with learners in his career *Vincent* said:

This is something that I learned from the director of Pereira's symphonic band when I was about 18 years old. He would treat us… Well, it was a professional band, but the band did not work as a professional band; it did not work as a professional band until he came and took the direction of the band. And he boosted our professional level in terms of self-perception, and when you perceive yourself as a professional, you behave [accordingly]…it is very different… if you perceive yourself as a student, let's say you relax way more, which is not entirely wrong, but here in the university, we want to work more with professionals; then, we need people to see themselves as professionals[1]. **Excerpt *1*: IV**

In excerpt 1, *Vincent* expresses a belief about how teachers in the place he works must

[1] Translation by authors. The original texts can be found in Appendix E

encourage learners to perceive themselves as professionals, so they respond to this perception by acting more professionally; he mentions how this was something he learned from a former teacher; a band director, in this case, considering *Vincent's* music background. This also shows the importance of participants' educational background in how they perceive themselves.

Similarly, *Huang Cho*, manifested how a former mentor had an influence on the way he shifted from a teacher-centered perspective of teaching to a rather learner-centered vision of education; he exclaimed:

I would place all the attention on teachers, not on the person who is learning, and in fact, I stopped talking about teaching processes and started talking about learning processes; I do believe that the teacher who played a crucial role in that was Kelly [2] because, well, in our conversations, she highlighted the fact that I was speaking a lot from the teacher's point of view and that I would constantly put the teacher at the center of everything.

**Excerpt *2*: IHC

Huang Cho manifested in excerpt 2 how conversations with his mentor made him realize that he had a rather teacher-centered view of the classroom and how this realization signified a change in his beliefs regarding teaching and learning perspectives: "*I stopped talking about teaching processes and started talking about learning processes.*" In this excerpt, Huang Cho's learner-oriented vision of teaching and learning seems to be deep-rooted as it manifests naturally in his discourse.

In excerpt 3, *Elliot* mentions how he found inspiration from former teachers to pursue a teaching career and how they served as models for both instrumental and vocational aspects of teaching. *Elliot* said.

---

[2] All the names in excerpts are pseudonyms

Professor Kelly and Professor David, let's say, are like two role models that I have and that

forged me a lot in terms of how to teach and that being a teacher can be something

interesting. **Excerpt** *3: IE*

Elliot admits that prior teachers shaped or in his words "forged" a considerable part of his

teaching identity and actual instructional practices. When asked about the aspects he would

highlight from those former teachers, *Elliot* answered:

I highlight Professor David's creativity, right? How he could teach a subject with something

totally different …It was because of Professor David that at first, I said, okay, I can be a

teacher, that's not bad, it could be interesting…with Professor Kelly I was a class monitor;

it also made me very disciplined. **Excerpt** *4: IE*

Elliot mentioned two former teachers as inspiring models that actually encouraged him to

pursue the teaching profession. He added how aspects of the teaching job such as creativity and

discipline were sparked by these mentors.

Finally, when talking about how she became a teacher, *Celeste* mentioned her lack of

interest in becoming a teacher at first and how a former teacher's role influenced her beliefs about

the teaching job and education in general. However, her teacher education was not always

referred to as having a significant impact on her cognition.

I think I never imagined being a teacher or wanting to be a teacher... but there came a

point where, in that epistemology class, the teacher kind of helped me a lot to admire the

world of education and start to see that I was doing something that wasn't uncomfortable

for me; well, that it was very cool to come to talk and discuss, learning about these

topics…I also remember a lot going to class and feeling that I was no longer learning

anything and that I was making no progress. **Excerpt** *5: IC*

The words from Celeste in excerpt 5 show a change in her mindset regarding her interest and motivation to pursue the teaching profession; she can tell clearly the moment when she realized that being a teacher was actually something that she wanted; more than that, the classroom is identified as the place where this understanding takes place, and the actions of a former teacher as the igniter that sparked participant's acceptance, admiration, and identification with for the world of education and her teacher identity.

The reported data above shows how participants' former teachers had mainly a positive influence on areas of participants' professional identity such as their interest to pursue a language teaching career and how significant the teaching job became to them (Excerpts 3, 4, and 5); similarly, the influence of prior teachers seemed to have an effect on participants deep-rooted beliefs such as the teacher-student relation or a learner-centered approach to language teaching (Excerpts 1 and 2). Such influence also impacted more instrumental aspects of teaching such as creativity, discipline, or the actual act of teaching (Excerpts 4 and 5). Borg (2003a) reports that teachers' prior experiences as learners set the cognitions about learning and language learning which in turn constitute the notions of second language teaching; these cognitions continue to have a great influence during their professional lives. Öztürk (2021) argues that teacher education is a core stage in teachers' lives to shape their professional identities; in this part of their lives, the influence is inevitable since the construction and change of their visions on education and teaching derive from philosophies and approaches they inherit from teachers in their teacher education programs.

On the other hand, there might be inconsistency between teacher education programs and actual teachers' beliefs, knowledge, and attitudes (Borg,2003a); He adds that this happens from study to study and even among participants of the same study; the impact of teacher education programs is sometimes more significant for some participants than for others. Excerpt 5 when

Celeste says "*I also remember a lot going to class and feeling that I was no longer learning anything and that I was making no progress*" is an example of this. Undoubtedly, there is variability in the impact that prior schooling and former teachers have on teachers in development and the beliefs they hold about language teaching and learning, and this study is not the exception. This variability relies mainly on the diversity of context and research methods used (Borg, 2011). While these assertions may generate criticisms, the relevance of this finding is rooted in the fact that such influence exists and that understanding this has great potential for informing teacher education and professional development programs.

Peers Influencing Teachers' Professional Identities and Teaching Practices

 Data reveals that when talking about their life stories in the interviews or verbalizing their thoughts during the stimulated recall protocols, participants manifested that their interactions with peers had an effect on who they are as teachers and their teaching practices.

> I think the ego is a gigantic problem for a teacher that can lead them to create a lot of situations that are difficult to handle in a classroom and only because of ego; Well, because one constantly sees it in nubile teachers and sometimes in consolidated teachers, but who have never had the opportunity, which we have had in the institute, to constantly question ourselves and talk with peers and review ourselves because they simply have not been critics with themselves because the ego overwhelms them and they become tyrants*.*
>
> **Excerpt 6***: IHC*

 Huang Cho mentions how novice and senior teachers' egos can generate overwhelming problematic situations in the classroom that may even portray them as "tyrants," meaning authoritative teachers, but most importantly, he attributes the ability to deal with these situations to constant purposeful interaction with peers at work in which the purpose is to question their own practices and become critical of themselves; additionally, excerpt 6 reveals that these interactions

with peers are an opportunity to overcome or change egocentric attitudes; Similarly, when asked about what he thinks has contributed to making him the teacher he is now, *Huang Cho* describes how interaction with peers through academic reading study groups has had an influence he highlights in excerpt 7.

> What we have done in study groups, reading something, highlighting it, relating with the text; then discussing it, reaching conclusions; Well, it is that and I don't want to give less weight to that and to that relationship with my peers through study and reading clubs, I think it has been crucial in who I am as a teacher and as a person*. **Excerpt 7***: IHC

It can be seen from the excerpt above, that *Huan Cho* recognizes and values the role of reading-mediated academic discussions with peers and the relationship that this practice generates as one of the pillars shaping not only his identity as a language teacher but also his personal identity.

Comparably*, Elliot* also refers to interaction and identification with peers as crucial factors shaping who he is as a teacher.

> Also, the interaction with colleagues both formally and informally. What is spoken with them, I think it also has a big influence, right? When you enter a job and, depending on the group with which you interact, especially during the first years, it makes a big difference. If you hang around, perhaps, more lazy teachers, who don't plan much, then that will lead you towards something. And on the other hand, if you spend time with committed teachers who are always participating, who are always proposing things to do; that also takes you through a very different route. So, colleagues in a certain way have a big impact. **Excerpt 8***: IE

In his account, *Elliot* differentiates formal and informal types of interaction with peers in excerpt 8, probably referring to structured study groups or reflection meetings which are common at the place of work as formal, or casual chatting at the teachers' lounge or any other social spot at the place of work as informal. In either case, he recognizes and highlights these interactions and relationships as crucial factors shaping who he is as a teacher. He explains how spending time with a given type of teacher at the place of work, especially at early stages, may turn into adopting their attitudes and eventually leading to either a positive professional path becoming a propositive or participative teacher, or to a negative professional path adopting a rather lazy and unprofessional image.

Another example of peer interaction comes from *Nicolas* when he says as follows:

I have always sought support from my colleagues, right? In colleagues who have more academic preparation or who have more experience and I ask them, how would you do it? … I mean, I have adapted accordingly to the professional development program that has been in place at the time; for example, if a central class is going to be prepared, I usually don't do it; I simply dialogue (and ask), how would you do it? and when I have been able to, I have also shared things. I say what I do. **Excerpt 9**: *IN*

Nicolas openly asks for guidance when in need and acknowledges the support that he can get from more experienced or more qualified peers when dealing mainly with instructional aspects of his job (he seems to value experience and qualifications). His engagement in the interactions fostered by the professional development program at the place of work seems to focus primarily on the action: *"I say what I do" or "How would you do it?"* This could also be Nicolas' initial manner to understand the epistemic or pedagogical underpinnings of the instructional practices of his peers that would eventually lead to comparing with those of his own and gaining an understanding

of his professional identity, cognition, or practices. More certainly, he approaches these interactions through conversations.

Borg (2003) and Öztürk (2021) have placed contextual aspects such as educational culture, school climate, and colleagues as driving forces shaping teachers' practices and their sets of beliefs. That could be the first linking feature of Excerpts 6, 7, 8, and 9. Though different in nature, critical reflection in excerpts 6 and 7, cooperation and identification in excerpt 8, and sharing and comparing instructional practices in excerpt 9, participants definitely found an opportunity through interactions with colleagues at the place of work while engaging in a professional development program. Freeman (2002) suggests that the place of work is no longer a place conceived only for the delivery of instruction, but it is a space in which teachers, with all the complexity of their histories, have a dialogical position with other teachers and members of the academic community in the construction of teaching knowledge. Freeman (2002) also challenges the top-down and highly directive training strategies that are still used in many educational institutions and that neglect how teachers at the place of work, through their interactions, generate meaningful teaching knowledge. This notion of teachers as generators of teaching knowledge resonates with Villegas-Torres and Lengeling's (2021) work about teachers' interactions with other individuals and how it influences their profession; among other interactions, they highlight when teachers recall and apply techniques learned from inspiring teachers they have encountered, or through the process of socializing with peers. These social connections shape teachers' career paths, teaching methods, and professional growth. Lantolf (2000) explains that novice teachers learn from colleagues in formal and informal manners as they either socialize, reflect, observe, or imitate the practices of fellow teachers. He adds that knowledge acquisition for teachers is not exclusive to training programs, but it also occurs as a result of professional and social experiences. Zakaria (2012) reported how the discourse community of teachers can suffer transformation changing from "a simplistic practice-minded view" of the profession (p.4) to a more critical view when teachers are engaged in activities such as reading academic materials or peer

discussions. This captures very accurately the essence of excerpts 7, 8, and 9, but most importantly, it reveals salient forces influencing participants' cognition, and that have become, at the same time, distinctive features of participants' cognition: collegiality and peer-collaborative reflective relationships. Mohammadabadi et al. (2019) found that collaboration and collegiality among teachers foster classroom innovation and creativity, which eventually, have an effect on maximizing student's learning.

Professional Development Program Influencing Teachers' Professional Identities and Teaching Practices

Similarly, the majority of the participants indicated that their participation in the professional development model at their place of work has a significant impact on their cognitions (see the description of the CPD model in the description of the setting); here are some examples of such statements:

In fact, one of the things that I like the most about working at ilex is the support and guidance that the teachers have from the advisors. I think that it has been very significant in terms of that it has never been coercive or it has never been the idea of the advisory team… it has never been punishing, but improving. **Excerpt 10***:/V*

ILEX's model of professional development is a bottom-up continuing model based on the stages of the INSPIRE model by Maggiolli and Richardson (2008). Different from traditional top-down, prescriptive, models, ILEX PD favors sustained and peer collaborative PD initiatives that teachers propose after analyzing their own practices and identifying specific needs; there is a team of academic advisers that accompany the teachers in the systematization of reflective practices such as study groups, co-planning teams, "mini action research" teams, or any other peer collaborative reflective practice that teams of teacher propose (teams are made of 3-4

teachers). Vincent mentioned how these strategies to PD have resulted significant for him; he emphasized the guidance of the academic advisers and the nature as such of the PD model focusing on the improvement of teachers' practices through reflective practice rather than on enforcing a prescriptive one-size-fits-all approach. Lantolf (2000) draws attention to the role of a more experienced teacher accompanying peers as a meaningful way to help teachers advance in their learning through interactions at the place of work; this is, as well, an alternative to traditional top-down training. Wyatt and Ončevska (2017) suggest that any model of continuing professional development is accompanied by bottom-up implementation strategies if a positive transformation of teachers' cognitions is expected.

Another example of ILEX model of professional development having an impact on teachers comes from Nicolas when asked about how he considers he has achieved professional growth and improvement of his teaching practices; he said:

I think that it is very difficult to achieve it (growing professionally and improving teaching practices) alone, that is, I am a good self-taught person. As you could see in the story, I am a very good self-taught person, I think. But this professional development thing, trying to do it alone… it's indeed very difficult without help... I'm thankful that here you don't have to look for it, here they give it to you… so this semester, right? This is your adviser, and these are your colleagues; So that's very important to me. *Excerpt 11: IN*

Nicolas recognizes that professional growth is difficult to achieve in isolation, no matter how good you are at teaching yourself or exercising your autonomy. He acknowledges academic advisers and peers as an essential part of his professional growth and therefore in the development of his cognitions. He might not be completely accurate in conceptualizing continuing professional development or bottom-up strategies to it, but he has pointed out advisers and

colleagues as essential participants of this model; this is more representative of a bottom-up approach to PD.

In their study on teachers' cognitions regarding continuing professional development, Wyatt and Ončevska (2017) concluded that even when teachers fail to conceptualize CPD, they are aware of the benefits of bottom-up professional development strategies and feel motivated to engage in it. On the contrary, teachers perceived excessive top-down PD as a burden. The changes that CPD generates in teachers' cognition are generally positive and conducive to improving their teaching (Borg, 2003; Mohammadabadi et al. 2019; Ozturk, 2021). Generally, most of the participants in our study have manifested that the characteristics of bottom-up continuing professional development available at the place of work have brought significant professional growth and perceived improvement of teaching practices.

Participants' Teaching Experience Influencing Their Professional Identity and Teachers' Knowledge

Another area that was addressed by all the participants as essential to who they are as teachers and that somehow influences their practices is their teaching experience.

In his life story, Huang Cho described his first class and mentioned that it was very different from his classes now; he was asked about which aspects of his current teaching he thought were different from those at the beginning of his career; he replied as follows:

> I believe that the specific knowledge of the language is greater now than what I had in that first class… many questions that I've been asked throughout all those 12 years…. 13, 14 years, I don't know... they have helped me to better understand the language and also how we learn languages. ***Excerpt 12****:IHC*

Well…One is the result of the collection of his experiences, of all of them; everything I've experienced up to now... including, well, all the classes I've guided, of course, but also all the conversations I've had with peers... the experience as an academic advisor, having the opportunity to observe other teachers' classes and discuss them with them, that's super transformative. **Excerpt 13:** *IHC*

In excerpt 12, *Huang Cho* attributes his greater understanding of the language (English) and of how languages are learned to his experience over the last 12 to 14 years; more specifically he explains how all the questions he has been asked have facilitated such comprehension. In excerpt 13, he expands on his answer and concludes that the teacher he is now results from the sum of all of his experiences. As part of his experiences, he points out his teaching experience, interactions with peers, and his role as an academic adviser with all the opportunities it has given him to observe and discuss other teachers' lessons and refers to them as transformative.

Correspondingly, during the stimulated recall session, *Vincent* was asked about how he conceived virtual classes and the reasons behind the activities he proposed in his virtual lesson. He explained that a year before Covid 19 lockdown, he had had some experience teaching virtually and that he had learned what he considered certain principles of teaching virtually, he said:

When you think about virtual education, the possibilities of doing multiple activities at the same time are expanded; so, it's very easy to see it as a distraction... What I think happens rather, is that one has control over one's time. Then, what one needs to learn is to learn to make decisions about how to manage the activities that one needs to do or what one wants to do. That's where that understanding came from; from that first year before the pandemic,

before virtual education became a must, I had that experience and I realized exactly what the students needed. *Excerpt 14: SRV*

In excerpt 14, Vincent seems to have a firm cognition of what learners need to know to properly make the most of virtual classes. He says learners need to manage their time and decision-making effectively to properly complete the activities they have set out to do. He attributes this gained knowledge to a previous experience with virtual classes he had.

Another example of teaching experience as a source of teacher knowledge comes from *Sebastian* when he was asked about the differences between the teacher he was at the beginning of his career and the teacher he is now; he responded:

My classes at the beginning were based on grammar, only grammar and vocabulary. We also had children of various ages, and I had the same class for all of them. for young and old children. And little by little I learned how to diversify the activities and I learned that an English class is not a grammar class. **Excerpt 15**:IS

Sebastian admits that he gained an understanding of methodological and pedagogical aspects of the language teaching profession and that those cognitions developed gradually from his teaching experience. He seems to have shifted from a structural view of the language in his pedagogical knowledge to a more functional view of the language. He also seems to have developed context sensitivity as he is now aware of learners' heterogeneity and ages.

In the excerpt below, *Celeste* narrates how aspects of her teaching identity have been shaped by experiences at the place of work.

I started working as a teacher at the university at the age of twenty-one. At some point, they asked me something (students) I didn't know, and before, still now a little, but even

more before, I was so ashamed.. sometimes I would answer something that wasn't right...

anything, I would make something up... when I realized that I was wrong... I would feel bad

because I was teaching them something that wasn't right. I think those experiences have

helped me to be better. Now I say, "Come let's look together." Or "give me this class,

tomorrow I'll bring you the answer" (I prefer that) ...it's like a responsibility I believe,

professional ethics. **Excerpt 16**: *SRC*

Celeste's sense of professional responsibility and ethics seems to have suffered

transformation over the course of her years of experience teaching at the university; she relates

this change in her cognition with her classroom experiences and actually refers to it as an

improvement.

In excerpts 12 to 16, we see how participants report changes in specific aspects of

their teaching identity or practice such as linguistic awareness and awareness of language

learning theories, the roles and needs of students in virtual education, methodological and

pedagogical awareness in their teaching practices, and even professional ethics and

responsibility. Most importantly, regardless of the diverse aspects that suffered transformation

from participant to participant, all of them attribute these changes to their experiences over the

time they have exercised their professions.

The relationship between teaching experience and the construction, modification, or

reinforcement of teachers' cognition and practices is well documented in multiple studies (Borg,

2003, 2006, 2011, 2015; Freeman, 2002; Kang & Cheng, 2014; Mohammadabadi et al., 2019;

Ozturk, 2021). In excerpts 15 and 16 and 17, participants compare their novice years and the

current practices as more experienced teachers.

The comparison of novice teachers and more experienced ones has been a common

branch of study when exploring teachers' cognition to determine the role and impact of actual

classroom teaching experience in the cognitive development and decision-making of participants

(Kang & Cheng, 2014) and other studies reported in Borg (2003, 2015). These studies show that with classroom experience over the years, teachers tend to pay more attention to language than other instructional issues such as classroom management or students' behavior; this brings a greater understanding of the subject matter.

Additionally, experienced teachers tend to see their lessons from the point of view of the learners and what they need; thus, they present the subject matter in more appropriate ways and with more integration with curricular goals. These findings corroborate the cognitions expressed by our participants in the excerpts above. Mohammadabadi et al. (2019) related teachers' experience of what they call "critical incidents" (p. 669) as a factor changing teachers' cognition and classroom practices. As expressed in excerpt 19 by Celeste, these incidents often lead teachers to reflect on their practices beyond instruction to focus on moral, affective, and socio-political issues that impact the actual practice.

Finally, it is crucial to mention the relevance of reflective practice in the process of translating teaching experience into a positive impact on teachers' cognition; this is expressed by Huan Cho in Excerpt 16 and relates to the work of Freeman (2002) when he says that the ultimate purpose of teachers' education is to understand experience.

Family and Personal Relationships Influencing Teachers' Professional Identity

Most of the participants, several times, mentioned how the influence of their families and other personal relationships such as friends or colleagues had an influence on their teaching identities, the teaching profession in general, or the decision to become teachers; here are some examples of those declarations:

I divide being a teacher into three parts. That is, being a teacher is constituted by experience, academy, and vocation. From the experience part, both personal and work is made up of what you experience at work, what you live constantly working on, and what

shapes you always. …and also personal, let's say talking to a friend or how your family

sees you. **Excerpt 17**IE

Well, actually, I think that like almost everything in life, it is something that has multiple

origins. So, I think it has to do with the fact that my dad was a university professor. Yes,

during my formative period. So, I think there was a kind of already marked vocation there.

Excerpt 18: *IHC*

While Elliot places family and personal relationships as one of the constituents of

experience which in turn is a major component, along with academia and vocation, of what a

teacher is, Huan Cho is aware of the fact that a possible origin for his teaching vocation comes

from his father who was a university teacher himself when the participant was a kid.

According to Villegas-Torres and Lengeling (2021), teachers gain knowledge through their

engagement in various social roles. Their learning extends beyond formal training and support

from colleagues and includes a wide range of personal, professional, and social experiences.

"People with whom teachers socialize become an important influence in their professional

careers; either when a relative or friend influences their career choice" (p.240). This notion is

clearly stated in excerpt 17, "*and also personal, let's say talking to a friend or how your family*

sees you", and in excerpt 18, *"it is something that has multiple origins. So, I think it has to do with*

the fact that my dad was a university professor." Similarly, Ubaque-Casallas (2021) asserts that

teachers bring their language pedagogies to the classroom in a combination of their personal and

professional selves.

Self-Study Influencing Teachers' Professional Identity and Growth

Self-study practices like learning another language different from the one they teach, reading academic content, or consuming educational content of a more informal type from the internet were also recurrent topics in participants' accounts.

So if you are going to teach languages, you have to have a very solid level; you have to keep updating yourself; for example, I am already a certain age, and it may be that certain things that were said 20 years ago are no longer said. So, what do I have to do? I have to talk to younger people from time to time… but also read things that younger people write. **Excerpt 19:** *IN*

I listen to a lot of podcasts, so I listen, for example, to Technology where they interview language teachers and academics, and from there, I have gotten a lot of references and I have learned a lot from their experiences…Also, I am always trying to read articles in our field that can inform me in my practices from the practices of other teachers. **Excerpt 20:** *IHC*

Both Nicolas and Huang Cho believe that it is essential for them to keep updated; they have identified the need to explore current content related to the teaching profession (probably on pedagogical, methodological, or didactic grounds). They both seem to agree that individual study can help them respond to the challenges the ever-changing endeavor of teaching and learning can bring day by day. They mentioned conversations, articles, and podcasts as the tools they have used to keep updated. More importantly, they seem to question their practices and recognize that there is room for improvement, and they seem committed to gaining comprehension of what they do in the classroom by comparing their practices with those of other teachers they think are more academically prepared or more updated.

Achieving professional growth involves engaging in introspection and self-assessment, adapting one's professional identity, and recognizing the importance of embracing change (Dikilitaş & Yayli, 2018). This idea resonates with what participants expressed in excerpt 19, "*So if you are going to teach languages, you have to have a very solid level; you have to keep updating yourself,*" and in excerpt 20*, "I am always trying to read articles in our field that can inform me in my practices from the practices of other teachers."*

The Teaching Context Affecting Teachers' Identity and Knowledge

Another factor with a considerable number of mentions in participants' discourses was their teaching context (ILEX). Here are some samples of how Elliot and Celeste referred to their teaching context and how they believe it plays a crucial role in their cognition.

Elliot says, *"But of course, teaching in an institute, let's say that one absorbs the institute's methodology, even if it is unconsciously."* **Excerpt 21:** *IE*

Celeste was asked about what it takes and what a teacher needs to know to teach at the language institute of Universidad Tecnológica de Pereira; she answered,

As an English teacher? At Ilex? English, but also knowing how to teach English. And not only English but knowing about the SDG goals, knowing about the news, knowing about world trends, knowing about their academic programs, knowing what is happening at a social level here locally, how they (students) live, because this was also something that made me change some practice as a teacher... being aware of how they live and what is behind that person's face. **Excerpt 22:** *IC*

Elliot seems to be aware of the power a place of work holds on how teachers adopt methodological aspects, either consciously or unconsciously, to guide their teaching. Similarly,

Celeste knows that the language alone is not sufficient to teach at ILEX, but pedagogical and methodological aspects to teach the language are needed. She adds other distinctive factors of her teaching context such as curricular content, awareness of current social realities, and the knowledge of the background of learners she teaches and their socioeconomic conditions. In her account, Celeste refers to all of these factors as constituents of her teaching context and that she has to know to guide her practices better. More importantly, this pedagogical, methodological, and practical knowledge absorbed from the place of work seems to become part of teachers' general teaching knowledge which is a remarkable part of their cognition and professional identity.

Participants' accounts in this section resonate with Tsui (2007) when she says that teacher identity, while being deeply personal and unique to each individual, it is also influenced by the socio-professional environments within which teachers work. Li (2020) emphasizes the importance of institutional contexts in shaping teachers' professional self-perception. She adds that teachers' notions and comprehension of professionalism and professional practice are rooted in a larger framework, and their understanding of their own identity and roles is influenced by the dynamics of the place of work. Sample excerpts 21 and 22 show this influence on the professional identity and teacher knowledge of our participants in general.

Lastly, these other formal and informal educational factors can be placed at different levels of the ecological system presented by Mohammadabadi et al. (2019). Family and other relationships along with the teaching context at a meso level, and self-study at a micro level (because of the inner motivation required). On the other hand, critical factors that would be placed at the exo and macro levels such as the institutional, regional, or national language policies and regulations, were not present with significant recurrence in participants' discourses. We are not saying that these less recurrent factors do not have an influence on participants' cognition, but we can conclude that the participants of this study favored the factors reported in this section in their natural discourses.

Participants' Distinctive Cognitions

Data from interviews and stimulated recalls revealed a series of particular characteristics of participants' cognition; Next, we will report, analyze, and discuss the most salient ones as follows: *1) Stated Practices, 2) Stated Teaching Preferences, 3) Empathy for Building Rapport, 4) Empathy Tolerating Mistakes.*

ILEX's Teachers Cognitions in Stated Practices

Participants stated practices manifested in their discourses during the interview and stimulated recall sessions constitute distinctive features of their cognition. A collection of participants' self-stated practices is shown in the following excerpts:

In my case, thinking like them. As if I were a student sitting in class for four hours, where the teacher starts the class by asking me questions about the text I was supposed to read last week. Only the same ones participate reluctantly because I feel embarrassed to participate. So, I would like it to be different, something simple. It's like a little brain break, so to speak. **Excerpt 23***: SRC*

In excerpt 23, Celeste expresses that, from her perspective, if she were a student, she would feel uncomfortable participating in class due to shyness as she feels that the students do not participate since they wish for something to be different, such as a brain break or some variation in the class dynamics. Teachers who possess a greater understanding and consciousness of their mental processes excel in their instruction and employ more efficient techniques in the classroom (Shi, 2021). The fragment highlights the importance of creating an inclusive and participatory learning environment where students feel comfortable expressing themselves and actively participating. It also underscores the need to implement pedagogical

strategies that foster the participation and engagement of all students even if it means drifting away from the curriculum-suggested activities for the course (Farrell & Ives, 2015).

> Let's say the purpose of the song is primarily to set the mood, meaning to create a certain atmosphere. I usually tried to choose simple songs so that people could not only listen to them but also accidentally learn something by looking at the lyrics. Sometimes I would even ask them which song they would like to hear tomorrow, and I would play it to involve them. **Excerpt 24***: SRE*

In excerpt 24, Elliot mentions his willingness to establish a mood or atmosphere as well as expecting some collateral gains in the classroom. Additionally, the speaker involves people by asking them which song they would like to hear the next day, fostering their participation and engagement. This practice demonstrates a creative and playful strategy for learning. Using songs as a pedagogical resource can help capture people's attention and facilitate the learning process. According to Hiver et al. (2021), a student's level of involvement in learning does not arise spontaneously but rather results from the interplay between the learner's psychology and various social and contextual factors over an extended period. By choosing simple songs, it is more likely that listeners can understand the lyrics and incidentally acquire knowledge while enjoying the music. Moreover, interacting with the listeners by allowing them to choose songs promotes active participation and creates a more inclusive environment.

> I try to encourage pronunciation because the exercise is physical, meaning that pronunciation involves muscle movement. That's why I also strive to create those moments in a friendly manner. I don't create exceptional pressure, but I do encourage participation and help them understand how those numerical decisions are made in terms of oral production. In this way, in the next opportunity they are producing language, they

will have these categories in their minds, even if they haven't fully assimilated them. It will

be more likely that they improve. I believe that feedback is crucial in all stages of teaching,

and it's what makes the difference*. **Excerpt 25:** *SRHC*

In excerpt 25, Huang Cho highlights the importance of feedback in the teaching process.

He also mentions that he ensures students' correct pronunciations as it is a muscular aspect.

Huang Cho seeks to create a friendly moment within his classes to encourage student

participation. The subject also points out that students' awareness regarding the grading system

he uses, facilitates monitoring and improvement in future language production activities.

Additionally, it is emphasized that feedback is crucial at all stages of teaching and makes a

difference in learning (Nassaji et al., 2023). Huang Cho emphasizes that through feedback,

students can identify and use language features, thereby improving their performance and

comprehension when listening to content in the target language.

I do certain things like singing or making funny comments to break the ice, to lighten the

mood, especially after talking so much about the final exam. It was very important for the

students to relax with this simpler and friendlier topic. And the truth is, it's something that I

do quite spontaneously, adding humor to the classes. And I believe it was working quite

well in that regard*. **Excerpt 26***: SRN*

In excerpt 26, Nicholas mentions the strategy of using singing, making funny comments,

and using humor in their classes with the intention to reduce and control anxiety generated by the

learning process. The main objective is to break the ice and lighten the atmosphere, especially

before a final exam. The speaker considers it important for students to relax and find a simpler

and friendlier topic to alleviate tension. Nicholas emphasizes that he incorporates humor

spontaneously in their classes and finds that this strategy has worked quite well to foster

participation and increase enjoyment during the teaching and learning process. (Zhai & Wibowo, 2022).

Time management is also a personal responsibility. I mainly do this because I believe it's important for students to learn early on how to control their own time and how they work. That's basically it. But the way I see it, it's also part of their professional development, learning to be autonomous and capable of self-management. As for the time it takes me to do things and the strategies I use to solve situations, I entrust a lot of responsibility to the students with the aim that they learn to self-regulate. **Excerpt 27** *SRV*

In excerpt 27, Vincent manifests the importance of time management. He considers it crucial for students to learn early on how to control their own time and understand how they work. Furthermore, Vincent sees this practice as part of professional development and an opportunity for students to develop autonomy and self-management skills. Vincent also mentions that he gives a lot of responsibility to the class and the students, aiming for them to learn self-regulation. This practice involves trusting students to take ownership of their learning and be able to make decisions about the time and strategies used to solve situations which directly correlates with the findings of Zarrinabadi et al. (2021) from their exploration on how autonomy support predicts language mindsets.

Yes, it has happened, and that's where one has to be very careful in setting boundaries. Many times, students believe that because I make jokes and always have a smile on my face, they will pass the course and get the best grades without putting in much effort. That's when I always establish those limits. However, when the first grades of the course are published and they see that despite the jokes, if they didn't work, they don't have the grades they deserve, that's when they realize it. **Excerpt 28** *SRS*

In excerpt 28, Sebastian reflects on the importance of setting boundaries in the teacher-student relationship. The speaker acknowledges that students may sometimes misinterpret humor and friendly interaction as a guarantee of passing the course or obtaining high grades without putting in significant effort. A teacher needs to establish these boundaries to avoid misunderstandings since despite the jokes and friendly atmosphere, they could possibly not achieve the grades they expected. According to Aultman et al. (2009), This serves as a wake-up call for them to recognize the importance of putting in the necessary effort and work to earn the grades they truly deserve.

Teachers' Stated Preferences in Relation to Their Practices in ILEX Classrooms

Some of the ILEX teacher's preferences found by this study are also conceived as distinctive features of their cognition and are reported in the following excerpts:

> For example, when working on projects, they will tell you to make the classes more based on the questions that arise from student inquiries, from the audience, I don't know. But the idea is to remove that belief that the teacher is on a pedestal, beyond the student. **Excerpt 29** *SRC*

In excerpt 29, Celeste mentions the importance of changing the traditional dynamics of teaching, where the teacher stands behind a lectern and positions themselves above the students. The speaker points out that by working on projects, a more question-driven approach emerges, stemming from the students themselves and the audience. This appreciation suggests the need to break away from the belief that the teacher holds all the authority and knowledge, and instead create an environment where students feel empowered to raise their own questions and conduct investigations. By fostering active student participation and basing classes on their

questions and interests, a more collaborative and learner-centered approach is promoted

(Lojdová, 2019).

> In that project, the students are working with academic texts. They are not working with
> blogs or opinion texts; they are working with academic texts written by researchers and
> historians. It's an exercise that I like to do with them, mainly because many of these
> students in the sixth course are in advanced semesters. They are nearing their graduation
> and thesis defense, so I believe they need to consume more academic texts. That's what I
> think. **Excerpt 30** *SRV*

In excerpt 30, Vincent highlighted that his students are working with academic texts in the

courses. Unlike blogs or opinion pieces, they focus on texts written by researchers and historians.

He expresses a preference for this approach, considering it relevant for students who are in the

advanced stages of their academic training, nearing the completion of their thesis and graduation.

It is argued that these students need to engage with more academic texts as part of their learning

process. By working with academic texts written by experts, they are provided with valuable input

that helps them develop skills in critical reading, comprehension, and analysis of academic

sources (Walldén, 2019).

> I also try to always talk about the possibilities for improvement. I always say things like,
> "There is room to improve this," or "You can take this into account," and provide specific
> feedback. Because, in these times, I believe that direct feedback is one of the most
> valuable things a teacher can offer, as machines or YouTube video teachers can do certain
> things much better. However, direct feedback is something that current applications are
> only just starting to develop. **Excerpt 31** *SRHC*

In excerpt 31, Huang Cho highlights the importance of providing timely feedback to students as a valuable means of improvement. He acknowledges that nowadays there are various online tools and resources, such as machines and teachers in YouTube videos, that can provide certain types of instruction more efficiently. However, the speaker emphasizes that direct feedback from the teacher is something that is still being developed in technological applications. Through this feedback, teachers can identify areas for improvement and provide specific guidance to students. Zhang (2023) remarks on the importance of feedback in the learning process and the role the teacher has been and will continue to play in the future in the improvement of productive skills.

> I prefer that students call me by my name. There are two main reasons for this. Firstly, it helps create value and allows for a closer relationship with the students. By flattening the hierarchical relationship between student and teacher, it becomes much easier to connect with the students. Secondly, in my classes, I want to treat them as professionals. Among professionals, it is more common to address each other by name rather than using hierarchical titles. I used to explain this to them right from the beginning, and I prefer to be called by my name instead of "teacher," which is the common practice. **Excerpt 32** *SRV*

In excerpt 32, Vincent expresses his preference for being called by his name instead of a title like "teacher". The speaker mentions two main reasons for this preference. Firstly, he believes that being called by their name creates a closer environment and reduces the hierarchical gap between the student and the teacher. Aultman et al. (2009) established that this practice facilitates the establishment of a closer and more open relationship with the students. Secondly, the speaker wants to treat students as professionals and considers using names to be more common among professional colleagues than hierarchical titles (Henry & Thorsen, 2018).

Teachers' practices and preferences suffered a big switch as the COVID-19 emergency has brought significant changes to the educational landscape, understanding the aforementioned change in principles, rituals, and routines as well as predilections and inclinations has become even more crucial during this time. The shift to remote and hybrid learning models has necessitated adjustments in teaching practices, instructional methods, and assessment approaches.

Empathy for Fostering Teacher-Student Approachability and Rapport Building

This study has identified teachers' interest in building rapport with the class by fostering approachability as a tendency among participants. Table 4 presents data that illustrate this finding.

Table 4

Sample excerpts on participants referring to Empathy for fostering teacher-student approachability and rapport building

Samples		
It is crucial to connect learners with the class, meaning that if one wants them to care about the class, one must care about the students. The first thing one needs to recognize is that we all have feelings, and it's okay to express those emotions. I feel that it	*Let's say that the content of a class on X topic takes a backseat when you find out that there is a student suffering from bullying on campus, or there's a student facing financial difficulties, or a student who can't attend because they don't have money for transportation.*	*Of course, but that's the balance of life. We had to have clear boundaries and also create a beautiful environment of community, camaraderie, and brotherhood with those people you have every day of your life, from Monday to Friday for six hours or more with you. For many*

helps students to engage more with the class and with the teacher. I make an effort to connect with their emotions and ask them how they felt because I try to approach them first through emotions and then through reason. **Excerpt 33**: SRHC

There are many external challenges that we also face on a day-to-day basis, and that's where we need to exercise emotional intelligence. **Excerpt 34**: IS

students, I was closer than their own mother, their own father, siblings, or uncles. **Excerpt 35**: IC

I try to create a sense of novelty and curiosity as it helps to build rapport. It's almost always fun to do so. **Excerpt 36**: SRHC

I believe that I am more flexible and kind because, in retrospect, I used to think that kindness was a form of weakness. So, I wasn't aggressive, but I wasn't kind either. Nowadays, I am warm and welcoming towards students. **Excerpt 37** IC

I don't feel that there's a need to be so serious. Since we are humans teaching other humans, both me and them (students) can arrive stressed. They can arrive sad, with a hundred thousand different things going on, and having a sense of humor allows one not to take things too hard. **Excerpt 38:** IC

In excerpt 33, *Huang Cho* emphasizes the importance of emotional connection as he highlights the significance of connecting learners with the classroom. He asserts that in

order for students to care about the class, it is essential for the teacher to care about the students. This suggests that creating a positive emotional environment is crucial for fostering student engagement and investment in the learning process. Huang Cho also acknowledges that all individuals, including students, have feelings. By recognizing and validating these emotions, he aims to create a supportive and understanding atmosphere. (Alrabai, 2022) This recognition of emotions indicates an empathetic approach to teaching and suggests that the speaker values the emotional well-being of their students. Furthermore, Huang Cho suggests that expressing emotions himself and inviting students to do the same can help promote greater student engagement both with the class content and with the teacher (de Ruiter et al., 2019) This approach indicates a belief that emotional connection is a catalyst for student involvement and active participation in the learning experience.

Huang Cho mentions that he tries to approach students first through emotions and then through reason. This implies that Huang Cho believes that emotional connection is a foundation to establish a positive rapport and create a safe space for learning. Like the suggestion of Sebastian in excerpt 34. He hints that when external challenges such as bullying or financial difficulties arise for students, the content of the class on a particular topic may become less important. This entails that the well-being and support of the students take precedence over academic material. Subsequently, this highlights the importance of understanding and empathizing with students' circumstances (Schweder, 2019). Furthermore, Sebastian emphasizes the need to train emotional intelligence in such situations. Emotional intelligence refers to the ability to recognize, understand, and manage emotions in oneself et al.. In this context, it likely involves being aware of students' emotional states, empathizing with their challenges, and responding with sensitivity and support (Shute et al., 2022).

While the speaker suggests that external challenges can affect the priority given to academic content, it does not imply disregarding it entirely. Rather, it emphasizes the need to strike a balance between addressing students' emotional needs and providing the necessary educational support. This connects with the emphasis of Celeste in excerpt 35 about the importance of creating a sense of community among the individuals who spend a significant amount of time together in the classroom. This suggests that the speaker values creating a supportive and inclusive atmosphere where students feel connected to each other and have a sense of belonging as explained by Johnston and Dewhurst (2021). Celeste suggests that she has developed meaningful relationships with their students, built on trust, understanding, and support. Celeste's role in the students' lives extends beyond being merely an educator and implies that they provide emotional support and guidance (Carvalho et al., 2014). Nevertheless, Celeste implies that it is important to establish clear boundaries in the classroom. These boundaries likely define expectations, rules, and guidelines for behavior and interactions among students and between students and the teacher. Clear boundaries help maintain order, structure, and a sense of professionalism within the learning environment as stated by Aultman et al. (2009).

In excerpt 36, Huang Cho recognizes the value of understanding what students like and do not like could help to create a sense of novelty and curiosity in the teaching environment by introducing new and intriguing elements to capture students' interest. The speaker believes that this approach helps in building rapport with students fostering a sense of trust, openness, and enthusiasm (Bereczki and Kárpáti, 2018) and (Han and Abdrahim, 2023). Huang Cho asserts that when students find the learning experience enjoyable, they are more likely to connect with the teacher and be receptive to the educational content. Fun and rapport can go hand in hand, contributing to a positive and productive classroom environment (Anderson et al., 2022).

In excerpt 37, Celeste reflects on a shift in her perception of kindness as she used to consider it as a form of weakness. Li et al. (2021) sustain that a positive change in teachers' behavior indicates a conscious effort to foster a more supportive and caring environment. Celeste also states that she has become more flexible in her teaching style as she has embraced a more adaptable and responsive approach to meet the diverse needs of their students. As explained by Barak and Levenberg (2016) in their study, flexibility likely contributes to creating a positive and inclusive learning environment. Following that path, in excerpt 38, Celeste emphasizes that teaching means humans teaching other humans. This highlights the relational aspect of the teacher-student dynamic and suggests that the speaker values the human connection in the classroom. Recognizing the shared humanity between the teacher and students likely promotes a more relatable and authentic learning environment. As studied by Zeinstra et al. (2023). Celeste also acknowledges that both teachers and students can arrive at the classroom with a range of emotions, including stress, happiness, or sadness. This indicates an understanding that individuals have different emotional states, and these emotions can influence their experiences and interactions in the classroom. (Li et al., 2022). That is the reason why Celeste appraises that having a sense of humor allows one not to take things too hard. Lu'mu et al. (2023) explain that by incorporating humor, the speaker likely aims to create a positive and enjoyable classroom atmosphere that fosters engagement and a sense of ease.

Teachers who possess empathy have a significant ability to connect with their students on a deep emotional level, fostering an inclusive and supportive learning environment. The benefits of teachers' empathy extend far beyond creating a welcoming atmosphere; it plays a crucial role in promoting error tolerance. When students feel understood and accepted by their teachers, they develop a sense of psychological safety that allows them to take risks and make mistakes without fear of judgment or criticism. Empathetic teachers recognize that errors are an integral part of the learning process and

view them as opportunities for growth rather than failures. By embracing and encouraging mistakes, these teachers empower their students to explore new ideas, ask questions, and think critically. This compassionate approach to education not only cultivates a growth mindset but also nurtures resilience, confidence, and a lifelong love for learning.

Empathy for Tolerating Mistakes Made by Students

Data also revealed teacher's intrinsic tolerance to errors committed by the students and the use of it as instructional tools as a characteristic of their cognition. (See table 5 below)

Table 5

Sample excerpts on participants referring to empathy for tolerating mistakes committed by students

Samples		
I constantly put myself in my students' shoes. I believe that at times, we forget that we were once students ourselves and that there was a time when we knew nothing and spoke poorly. Sometimes, we become selfish and intolerant of	*Indeed, many of the difficulties students face are related to mental health issues and challenges caused by stress or anxiety due to academic or external factors. Therefore, we need to be highly aware and flexible, without neglecting academic goals, but also being conscious that we work with humans, not*	*When students don't understand something in the subject, we need to have patience, like when a student says, "I like to Travel" instead of "I like traveling." But it's not just that kind of patience, it's also about understanding the one who arrived late or the one who arrived today looking terribly pale and*

mistakes, and that is wrong. **Excerpt 39:** IN	*machines. This aspect is crucial in the teaching profession.* **Excerpt 40:***IS*	*tired, the one who has a frown on their face because they're hungry and haven't had lunch, and other similar situations.* **Excerpt 41:** IC

In excerpt 39, Nicholas mentions that he constantly puts himself in his students' shoes. This suggests that the author actively tries to understand and empathize with the experiences, challenges, and perspectives of their students. Therefore, he is likely able to connect with their students on a deeper level and respond to their needs more effectively (Stojiljković et al., 2012). Nicholas also highlights the importance of not forgetting one's own experiences as a student. According to Lăzărescu (2013), this demonstrates a sense of self-awareness and an understanding that students are in a process of learning and growth. Nicholas also remarks that as teachers, there is a risk of becoming selfish and intolerant of mistakes. In accordance with Motataianu (2014), this implies that he values a compassionate and forgiving approach towards students, understanding that mistakes are a natural part of the learning process. Consequently, he promotes a class that works without fear of judgment or harsh criticism. In excerpt 40, Sebastian acknowledges that some difficulties students face are related to mental health issues, and he emphasizes the need to be highly aware and flexible in teaching as suggested by the findings of Wasil et al. (2022). Sebastian recognizes the importance of adapting instructional strategies, assignments, or assessments to accommodate the varying needs and challenges students may face. Nevertheless, the speaker suggests that while academic goals should not be neglected, it is crucial to be conscious that teachers work with humans, not machines thus considering

students' individual needs, emotions, and experiences. This follows Matukhin & Bolgova's (2015) appreciation of the Student-centered approach as it promotes empathy, understanding, and a supportive classroom environment. In excerpt 41, Celeste mentions the need for patience when students struggle to understand a subject as she recognizes that learning takes time and that different students may require varying levels of support and guidance. Consequently, Celeste looks for an environment where students feel safe to ask questions and seek clarification without fear of judgment. Also, Celeste extends her patience and understanding beyond academic challenges. This reflects the speaker's recognition of the diverse circumstances that can affect students' well-being and readiness to learn which relates with the findings of Numanee et al. (2020).

Research Participation as an Emergent Opportunity for Reflective Practice

Data collection and analysis revealed that participants gained significant awareness of their cognitions and attributed this awareness to the spaces of reflection that emerged rather naturally during interviews and stimulated recall sessions in this investigation. This awareness gain can be classified as coming from three different sources: 1) the verbalization of their thoughts and beliefs related to their practices and experiences, 2) the conceptualization of the teaching profession done by the participants during the study, and 3) the self-observation of their actual instruction on video during stimulated recall sessions. Table 6 shows samples of participants referring to the role of reflection in gaining awareness of their cognitions in the context of this study.

Table 6

Sample excerpts on participants referring to reflection in the context of the study

	Samples		
Verbalization of participants' beliefs and thoughts on their practices	*I think it is necessary to open spaces like this to discuss these things with colleagues…like what is my experience and how I see myself, and how I see the world.* **Excerpt 42:** *IV*	*I had not sat down to reflect on everything that being a teacher means; it is not only planning and going to the classroom, teaching a class and going back home; doing an evaluation, and giving a grade. It really is so much more. So, I think it would be good to have these kinds of encounters with oneself more frequently.* **Excerpt 43**:*IS*	*Talking about one's own pedagogical practices leads to self-reflection and to specify things that you always have, but you don't stop to reflect on them... you know that you have them but if you don't think about them, they simply stay there (unnoticed).* **Excerpt 44:** *SRE*
Conceptualization of teaching profession	*Well, I don't know how to define this part (of teaching),*	*For me (language teaching) has the linguistic component*	*I believe that motivation is paramount... and from there derives*

maybe knowing how…we could define it as art…thinking about it with you in this conversation…in the end, teaching requires the art that it is, that is knowing how… I feel that it is very important.
Excerpt 45: *IC*

and the pedagogical component. So, you have to educate and deepen in both areas to be successful; that is, one without the other would not work. In the pedagogical component... First, there are psycholinguistics and sociolinguistics... you have to know how students learn according to their age, and according to their personal circumstances... that is learned partly by reading, but mostly by observing the students. **Excerpt 46:***IN*

emotional intelligence. I think it is something super important; Well, before you sit down to plan a class, you have to be emotionally well…(also) know how to control yourself in those moments of difficulty. But first…being aware of what your feelings, conditions, and experiences are; everything... all these aspects. that surround you have a direct impact on teaching. So that is a point that I consider important within personal motivation and emotional intelligence before academic training. I think it is

			more important or comes first. **Excerpt 47:***IS*
Participants' observation of their own teaching on video	*It is very edifying to visit the recordings of previous classes… (and see) things you are saying…why did I say that? or Why did I do it? or Why did I say it that way?... And this is very difficult because it is you looking at yourself making mistakes, but very uplifting. for the reflection that is made on how you explain certain things …about how you work.* **Excerpt 48***: SRV*	*It is the first thing I managed to identify. That there are many moments in which I have to talk a lot in order for them (students) to participate and speak and be active in the class.* **Excerpt 49:***SRC*	*I like the exercise ... precisely to generate reflections on teaching practice because ... this is like doing a self-observation and it helps you reflect on what your teaching practices are ... this is a set on the stage of our theories and also the way in which we imagine teaching and how we execute it.* **Excerpt 50***: SRHC*

Verbalization of Participants' Beliefs and Thoughts as a Source of Reflective Practice

Excerpts 42, 43, and 44 have in common the fact that participants express how they found a space for reflection when participating in the study and talking about their experiences, beliefs, or practices. In excerpt 42 *Vincent* says "*I think it is necessary to open spaces like this to discuss these things with colleagues" referring* to the interview itself and the opportunity to talk about his professional life story; he adds his experience and vision of self and the world as aspects he had the chance to notice and reflect upon. In excerpt 43, Sebastian expresses how he could reflect during the research process when he says, "*I had not sat down to reflect on everything that being a teacher means."* He adds, "*So I think it would be good to have these kinds of encounters with oneself more frequently."* Not only does he mention he had the chance to reflect, but he also expresses his interest in doing so more often; this also reveals how these spaces of reflection are valuable for him. Similarly, in excerpt 44, Elliot admits that the conversations during the research project led to reflection when he says, "Talking *about one's own pedagogical practices leads to self-reflection."* Additionally, extracts 42 to 44 show that the participants' reflections were mostly directed to themselves; Vincent used the expression "*how I see myself"* (excerpt 42)*, Sebastian* used the expression "*encounters with oneself"* in except 43*,* and *Elliot said, "specify things that you always have"* in excerpt 44. One difference among the excepts is the fact that in excerpt 54, Vincent highlights the importance of sharing his reflections with peers and includes his worldview as an aspect worth sharing; On the other hand, Sebastian addresses the teaching job as the object of his reflection mentioning how it transcends the mere instructional actions. Finally, Elliot seems to focus on the pedagogical practices he could notice and that apparently required attention.

Kang & Cheng (2014) emphasize the reflexive nature of interviews and explain how in their study the interviews became an opportunity for their participant to articulate her thinking behind her decision-making and even bring change to her cognition and practices. They describe how the participant's workload at the beginning of the study left no space for systematic reflection

and how these opportunities for reflection came progressively, especially during interviews as emerging topics triggered her thinking and eventual change in practice. Similarly, Farrell and Ives (2015) accentuate the importance of giving participants the opportunity to bring their beliefs to the level of awareness so they can reflectively examine their own beliefs and practices. In their study, their participant manifested that he was unaware of his own beliefs until he was asked about them during the interview. He would later express his surprise at what he discovered about himself and regarded such engagement in reflective practice as valuable thanks to the clearer insights gained in his beliefs and practices. In our study, we did not ask our participants directly about their beliefs; however, they were able to identify both beliefs and practices and attributed value to this realization as they naturally interacted with us during interviews and stimulated recall sessions.

Conceptualization of the Teaching Profession as a Source of Reflection

During the interviews, participants were asked to freely draw a diagram in situ that would explain the components they believed their profession has and the relation of those components. Then they would explain the diagrams they designed right after. Data collected through this exercise showed how participants engaged in reflection and displayed their cognition by conceptualizing their profession. Sample excerpts 45, 46, and 47 exhibit what each candidate considers the foremost attributes of the language teaching profession. In excerpt 45 *Celeste* manifested that through the interview, "*thinking about it with you in this conversation,"* she became aware of the importance of pedagogical knowledge as a cornerstone of the language teaching profession; she calls it "The know-how." or "the art." Similarly, Nicolas (in excerpt 46) refers to pedagogical knowledge as essential for the language teaching profession and adds linguistic knowledge to the equation. He goes further in his reflection and comments on how knowing developmental and contextual variables from learners is also crucial for the language teacher. He finishes by saying that this knowledge is gained mainly by observing students. In excerpt 47, Sebastian outstands motivation and emotional intelligence as primary components of his

profession; he even admits that they should come before "academic training," which can be translated into pedagogical knowledge. In the three excerpts, participants recognize the pedagogical knowledge as a component of their profession; *Nicolas* adds the knowledge of the content (Content Knowledge), while Sebastian emphasizes on emotional intelligence and motivation, but most importantly, they all expressed thoughts and beliefs that govern their cognition.

Li (2020) argues that in research, the primary factor that shapes teachers' comprehension of classroom pedagogy is the set of beliefs they hold regarding teaching and learning. He adds that the beliefs and conceptualizations held by teachers are an integral part of their identity and significantly influence their actions within their professional careers. Research on understanding teachers' knowledge of what teaching is has revealed that beyond content and pedagogical knowledge, personal and practical knowledge obtained from teachers' unique experiences complement the picture of teachers' knowledge (Ben-Peretz, 2011; Golombek, 1998; Li, 2020). This is consistent with what participants expressed in excerpts 46 and 47 and explains why they conceptualize teaching in different ways giving priority in some cases to pedagogical knowledge, content knowledge, or personal practical knowledge. The last is explained by Elbaz (1981) as knowledge constructed by teachers from classroom experiences, and that is directed to managing issues at the place of work; this knowledge derives from teachers directly experiencing learners' learning styles, interests, needs, strengths, and difficulties. Ultimately, reflections generated by teachers conceptualizing their profession revealed how their unique classroom experiences and interaction with learners shaped their cognition regarding teacher knowledge.

Participants' Observation of Their Own Teaching on Video as a Source of Reflection

Participants had the chance to choose, watch, and comment on a recorded lesson of their own as part of the protocol for stimulated recall sessions (see Appendix C); they freely selected passages of their lesson to verbalize their decision-making process and the reasons for those

decisions; apart from those thoughts, data revealed that teachers' participation in this protocol for data collection brought an opportunity for them to engage in introspection and gain awareness of aspects of their own teaching as expressed in sample excerpts 48, 49, and 50. While all sample excerpts show reference to how participants noticed the execution of their practices, *"This is very difficult because it is you looking at yourself making mistakes, but very uplifting. for the reflection that is made on how you explain certain things …about how you work,"* Excerpt 48; *"there are many moments in which I have to talk a lot in order for them (students) to participate and speak and be active in the class,"* Excerpt 49; *"This is a set on the stage of our theories and also the way in which we imagine teaching and how we execute it,"* Excerpt 50*,* there are differences on how they perceived this reflection and the type of awareness they gained. *Vincent* found the process of observing his own practice on video "edifying," and questioned himself about the reason and manner of what he said and did during the lesson. It is also clear that he was concerned about correcting "mistakes" he spotted in his lesson; he says, "*This is very difficult because it is you looking at yourself making mistakes."* Celeste seems to focus on her reiterative actions resulting in learners' reactions: participation in this case. Huancho simply refers to this exercise as observing one's theories in execution. Both Vincent and Huang Cho mentioned directly that this self-observation exercise generates reflection:"…*very uplifting. for the reflection that is made on how you explain certain things …about how you work,"* Excerpt 48*; "I like the exercise ... precisely to generate reflections on teaching practice,"* Except 50.

Farrel and Ives (2015) reported how by talking about his beliefs and practices, and engaging in classroom observation, the participant of their study was able to gain awareness of such beliefs and practices through reflection. This understanding enabled the participant to identify gaps between his teaching and students' learning. Similarly, Walsh (2006) values teacher self-generated data (like recordings in the case of this study) as a process of improving understanding and causing awareness. In this way, teachers are able to analyze their decision-making more specifically. "Noticing and explaining are key stages in a process of

co-constructed understanding; they can only occur when teachers are able to interact with and learn from self-generated data." (Walsh, 2006, p. 128). In our study, even though the focus of the conversation generated around the video recording of participants' lessons was rather on understanding their decision-making process, they inevitably engaged in reflection on their practices which led to noticing aspects of their instruction they considered needed improvement, wanting to understand their actions better, or confirming the execution of their beliefs in practice.

Unexpected Findings

Apart from the factors affecting participants' cognition and the distinctive features of their cognition reported in the previous sections and that respond to research questions to an extent, we find it worth reporting the following unexpected findings.

Emerging Practices and Preferences from the Urgent Shift in Education Due to a Global Pandemic

Due to the COVID-19 pandemic, implementing emergency education became imperative. The efforts to ensure minimal disruption to the academic progress of students made teachers apply urgent changes to their practices as it is manifested in the following excerpts:

> During the pandemic, I also started using a lot of self-assessing quiz exercises to save time. I also saw the advantage that it could be useful for the students as well. By having multiple strategies, they could repeat the quizzes or have several days to complete them. I felt that if I simply assigned the class time, it could potentially affect those who couldn't attend or those who preferred to take more time. **Excerpt 51***SRE*

In excerpt 51, Elliot explains how he adapted during the pandemic by using self-grading quiz exercises as a time-saving strategy. This adaptation demonstrates agile and creative

responsiveness to the challenging circumstances of distance education. Elliot highlights the advantage of these self-grading exercises for both himself and the students. Firstly, they mention that it allows him to save time, which is especially valuable in a context where virtual classes may have time and space limitations. This decision shows an awareness of the need to optimize available resources during the pandemic and correlates with his profile as he manifests being proficient in the development of blended classroom instruction. Furthermore, Elliot acknowledges that self-grading quizzes are also beneficial for students. In particular, the use of online enhances two key aspects. Firstly, it allows students to retake the quizzes. This provides them with the opportunity to review and reinforce their knowledge, improving their understanding and performance. Secondly, it recognizes that students may have different learning paces and personal circumstances that can affect their availability to participate in real-time classes. By providing a broader deadline, the interviewee ensures that students have an equitable opportunity to complete the quizzes, regardless of their individual situation. (Wang et al., 2022)

> I see virtual education as distance education. So basically, I give a lot of control to the students. I can only help them generate ideas and shape the ideas they have because, at that moment, we are working on a project. They provide me with their work, and I guide them, but the control over the topic they want to use is theirs. I don't tell them explicitly what they should do. **Excerpt 52** *SRV*

In excerpt 52, Vincent expresses his approach to virtual education and describes it as distance education. He highlights that in this context, he gives students greater control and responsibility over their learning. This perspective is reflected in his pedagogical practice, where he allows students to make decisions about the topics they want to address in their projects. This approach promotes autonomy and the ability of students to generate their own ideas and shape them with the support of Vincent as a guide. By giving control to the students, an environment of

active participation is created, and their engagement with the learning process is encouraged (Vahle et al., 2023).

> Regarding the classes, I try to find dynamic activities. Again, I emphasize the use of tools and I enjoy exploring different digital tools in the classes. This was an additional lesson from the pandemic that kept us more connected to technology. It applies to all students, but especially those who may have more difficulties. **Excerpt 53** *IS*

In excerpt 53, Sebastian highlights his approach to class guidance and his pursuit of dynamic activities to engage students. He mentions the use of digital tools as a pedagogical strategy, especially due to his teaching experience during the pandemic. In this case, technology can be a valuable tool to keep students more connected and engaged in the learning process. Additionally, it is recognized that there is a concern for students who may face difficulties, therefore displaying an inclusive and proactive attitude to provide additional support to those in need of technological literacy is also beneficial (Collins et al., 2023). Consequently, it can be drawn that any critical period or event in a teacher's career path brings development.

Even though the emergency classes allowed for the continuation of language learning while prioritizing the health and safety of everyone involved, the transition to emergency classes posed its own set of challenges, it also presented opportunities for innovation and the exploration of new teaching methodologies. Faculty members had to quickly adapt their pedagogical approaches to accommodate the online format, incorporating interactive multimedia resources, virtual collaborations, and asynchronous learning activities. This adaptability fostered resilience and flexibility among both students and educators, preparing them for the evolving demands of the digital age. the stated innovations and emergency actions taken by the teachers that are subject of this study are reported as follows:

During the pandemic, all of us had to start using new tools or rediscover tools we already knew. Padlet is one tool that I didn't use before, but during the pandemic, I started using it a lot. I liked it, especially because it gives everyone the opportunity to participate. In a traditional classroom setting, it's not always possible for everyone to participate due to time constraints. The points system is also something that I kept from the pandemic as a result of the need to explore new approaches. It's a behaviorist approach to give points, but I liked it. I particularly enjoyed using it in Schoology because students can see their point tracking and it can be more motivating for them. So, having a points system that can be redeemed for extra points for the final exam is a good way to motivate them. **Excerpt 54** *SRE*

In excerpt 54, Elliot mentions the use of new tools during the pandemic and explains how they leveraged him to enhance his classes. He highlighted the use of Padlet, a digital tool that allowed him to foster the participation of all students. By mentioning that in a face-to-face class, time doesn't always allow everyone to participate, he emphasizes how Padlet helped overcome this limitation and create a more inclusive and participatory environment. Elliot also mentions the implementation of a points system on the Schoology platform. Although they recognize that this approach can be considered behaviorist, he highlighted that they liked using it because students are able to see their progress and the number of gaming conditions. The use of LMS provides visual and quantitative feedback on students' performance, which can be motivating for them as they see their progress and strive to earn extra points that can be redeemed for a final grade directly in relation to Gupta et al. (2023) who highlight the usefulness of these LMS and how they helped university students and teachers to overcome the COVID-19 pandemic emergency.

In virtual classes, it's necessary to learn how to manage time, but we don't know what's

happening on the other side of the screen and what other activities the students are doing

simultaneously while in class. …I was very strict with the submission of assignments and

activities similar to when a face-to-face class ends. However, this approach never worked

in virtual classes. There was always a student who sent their work minutes or even hours

later. Obviously, I never penalized them for submitting late. **Excerpt 55** *SRV*

In excerpt 55, Vincent mentions the understanding of what happens on the other side of

the screen during virtual classes and what other activities students may be engaged in

simultaneously. He changed his decision to be strict with deadlines to promote learning and teach

students to manage their time effectively. He is aware that penalizing late submission is not

always beneficial and does not work as well in virtual classes as it does in face-to-face classes. In

their research Chen et al. (2023) have found that over controlling virtual classes schedules often

lead to students dropping or failing the courses as strict timelines during covid is the startling point

of conditions like anxiety, depression, insomnia, and Post-Traumatic Stress Disorders.

Well, now I'll have to teach virtual courses again, and I'll have to rethink many things

because students will definitely be using more technological tools. I wanted to mention

something relevant: a new software development called Chat GPT has recently emerged. I

believe that by now, everyone knows about it. Back in December, almost no one knew

about it, but it started gaining attention little by little. It's a much more effective tool than

just Google Translate or even tools like Google Lens, although Google Lens serves other

purposes. These tools are difficult to control. In a face-to-face final exam, one might be

able to control their usage, but throughout the course, it will be challenging to ensure that

students complete their assignments conscientiously and truly develop critical thinking

skills. Sometimes, I question myself and wonder if I have missed something or if there are certain gaps in my professional training*.* **Excerpt 56***SRN*

In excerpt 56, Nicholas mentions that he will be facing the task of teaching virtual courses and acknowledges the need to rethink many things to adapt to the new circumstances. He emphasizes that students will inevitably use more technological tools and specifically mention a new application or software development called "chat gpt". He perceives it to be more effective than Google Translate or other tools like Google Lens. He praised the difficulty of controlling the use of these tools during the course, as they could affect the development of critical thinking and the conscious completion of assignments. Nevertheless, in their study Huang et al. (2023) found that the AI-enabled Instruction significantly improved learning performance and engagement, particularly among students with moderate motivation levels.

With the shift to remote and hybrid learning models, the traditional English-only approach in language classrooms has faced significant challenges. As native Spanish speakers continue their English language studies, the limitations of remote learning have made it difficult to fully immerse themselves in an English-only environment. Consequently, there has been an increased recognition of the importance of incorporating Spanish into English language classrooms during the pandemic. Allowing native Spanish speakers to use their first language in English classes acknowledges the unique circumstances of remote learning and provides a supportive and inclusive environment for language acquisition.

The Use of Spanish in the English Language Classroom Due to the Implementation of Virtual Learning

Another impact of COVID-19 pandemic on the teachers' cognition, practices, and preferences is the absence of face-to-face interaction and immersion in an English-only

environment. In order to support learning and provide a conducive environment for language acquisition, incorporating the use of Spanish in English-only classes became essential as it is shown in the following excerpts:

> So, it made a lot of sense. But over time, one understands that sometimes using Spanish can be a more powerful tool than speaking directly in English. Therefore, it's about strategically using it for instructions, for short explanations that can save time more efficiently in production activities, for example*. **Excerpt 57***SRE*

In excerpt 57, Elliot reflects on the use of the Spanish language as a powerful tool in the educational context. He acknowledges that over time, he has come to understand that sometimes using Spanish can be more effective than speaking directly in English. He considers the idea of strategically using Spanish, especially in brief instructions and explanations, with the aim of saving time and using it more efficiently in production activities. Elliot suggests that the strategic use of Spanish can optimize communication and facilitate student learning. By providing concise instructions and explanations in their native language, a faster and more effective understanding is fostered, allowing more time to be devoted to activities that require knowledge production or the practical application of what has been learned (Ishino, 2022)

> I feel that using Spanish or English handles flexibility to such an extent that it always leads the students to try to do it in the language we are expecting. But there always comes a point where one asks oneself to what extent are we simply talking about the content, and they are happy to discuss the content in Spanish because we are developing language skills. So, I have no problem using Spanish in class for one or two or three situations. However, the line between it being a language class and the entire class being conducted in Spanish is very thin*. **Excerpt 58***SRC*

In excerpt 58, Celeste expresses concern about the flexibility in using the Spanish language in the classroom. She mentions that she always tries to guide students to use the language expected in the educational context, but she reaches a point where she questions whether they are solely focusing on content and if the students are satisfied with communicating in Spanish. Celeste acknowledges that it is necessary to use Spanish in certain situations during class and has no issue with it, but she cautions that there is a fine line between having a language class and allowing the entire class to be conducted in Spanish. Celeste also shows concern about finding a balance between the development of academic content and the development of students' language skills. It is recognized that the use of Spanish at certain times can be beneficial for student comprehension and participation, even though there is a need in ensuring that the language learning objectives are being met within the context of the class (Zuaro, 2023).

Actually, in this part, the purpose was not to focus on the language or to write the events in English, but rather the purpose was to assess their knowledge of historical events. If we had insisted on using the second language, many of them, despite having a good understanding of the topic, would not have been able to demonstrate it. **Excerpt 59**.*SRS*

In excerpt 59, Sebastian comments on the choice to write in Spanish instead of English during classes about historical events. He explained that the main purpose was to assess students' knowledge of historical events rather than their proficiency in the English language. It is emphasized that although the students had a good understanding of the topic, they might have had difficulties in demonstrating it if they were required to use the target language. Sebastian acknowledges that assessing historical knowledge does not necessarily require students to express themselves in English. Understanding and mastery of historical events are the central aspects to evaluate in this case. By allowing them to use their native language, students are given

the opportunity to demonstrate their knowledge more effectively and accurately (Rapanta et al., 2021).

Even as the pandemic emergency comes to an end, reverting to the previous stage of exclusively English-only classes may not be feasible. The disruption caused by the pandemic has underscored the significance of maintaining inclusivity and accommodating the diverse linguistic backgrounds of students. Returning to a rigid English-only approach could hinder the progress made by native Spanish speakers in their English language skills and potentially hinder their overall academic development as stated by the subjects of this study in the following excerpts:

> For example, I have heard students' comments like "Teacher, I like it when you give instructions or, at certain specific moments, speak in Spanish because sometimes one feels very lost." So, using Spanish can be beneficial. Now, I feel that it is simply a powerful tool that I don't see why it shouldn't be used. It's just a matter of finding a balance and knowing in which specific moments to use it and when not to. **Excerpt 60**_SRE_

In excerpt 60, Elliot mentioned that students have expressed their preference for receiving instructions or having specific moments in which the teacher speaks in Spanish. This is because sometimes students feel lost when only English instructions are used. Elliot believes that the use of Spanish in these moments is beneficial and powerful as a supportive tool. He believes that Spanish can be strategically used as an additional tool in the teaching and learning process. Ishino (2022) stated the importance of finding a balance and knowing in which specific moments to use it is emphasized, recognizing that its use can be valuable in providing clarity and support to students who feel lost.

> Something that catches my attention here is that I notice that I have been speaking a lot in Spanish, probably due to the fact that, especially in virtual settings, one often feels that

students may not be following along. It's as if when one speaks in English, students can get lost, especially in virtual settings where we don't have the feedback of seeing their faces and knowing if they are nodding or not, which helps us identify if they are understanding something. **Excerpt 61** *SRE*

In excerpt 61, Elliot continues reflecting on his tendency to speak more in Spanish during classes, especially in the context of virtual education. It is highlighted that this choice may stem from the perception that students may get lost or have difficulties following the class when English is used. The lack of visual feedback in virtual education makes it challenging for the teacher to identify if students are understanding what is being communicated to them. This observation underscores the importance of adapting the mode of communication based on the students' needs and the limitations of the virtual environment. The teacher aims to establish an effective connection with the students, ensuring that they are following the explanations and comprehending the content. The use of Spanish can facilitate this communication, as it is perceived as a tool that promotes mutual understanding (Whitehead, 2021).

For example, they were discussing in a dissertation how nowadays the value of speaking in Spanish has been reassessed. So, I took notice and whenever I see the need to speak Spanish, I speak Spanish. And when I see that the student understands the question well and has an interesting response but not in English, I tell them, "Tell me in Spanish." **Excerpt 62** *IN*

In excerpt 62, Nicholas mentions that he has reflected on the importance of valuing the use of Spanish in the current educational context. As a result of this reflection, Nicolas has decided to give importance to Spanish in his teaching. Nicholas follows an active approach by using Spanish when he perceives the need to do so. He observes that some students can

understand and respond to questions interestingly in Spanish, even though the dynamics of the class are primarily in English. In such cases, Nicholas encourages them to express themselves in their mother tongue. This approach demonstrates an appreciation for the linguistic and cultural diversity of the students as stated by Rapanta et al. (2021) when discussing student-teacher dialogical empathy within the classroom.

> The issue of using Spanish, which is the native language of the students and mine as the teacher, is something that has perhaps been demonized for a long time and shouldn't be. Especially at the early levels, let's remember that this is a level two course. So, let's simply try to streamline and compensate for it. **Excerpt 63***SRN*

In excerpt 63, Nicholas highlights two important points related to the use of Spanish in the educational context. Firstly, he mentioned that the use of Spanish, which is both the students' and teacher's mother tongue, has been unfairly criticized and demonized in the past. Nicholas believes that this should not be the case, especially in the early stages of education. Furthermore, Nicholas advocates for embracing and accommodating the use of Spanish in the classroom. This involves recognizing and valuing the importance of students' mother tongue, allowing them to express themselves in Spanish when necessary for better understanding and participation in the learning process which links us back to (Ishino, 2022). By doing so, the goal is to balance the use of Spanish and English, providing students with the opportunity to use their more familiar and comfortable language without undermining or neglecting the learning of English.

This sub-finding enlightens the significant implications of using Spanish as a didactic strategy for their cognition, particularly in the context of post-pandemic ILEX classes. The act of teaching requires various processes, such as knowledge organization, linguistic processing, and instructional planning. Therefore, When an ILEX teacher resorts to their L1 in an L2 setting, it is due to an intrinsic desire for overcoming a drawback. In the first instance, the implementation of

virtual learning has presented significant obstacles for native Spanish speakers studying English. To overcome the absence of face-to-face interaction and immersion in an English-only environment teachers had to adapt and change their beliefs and thoughts, and consequently, resort to bridging key information to students in L1 to minimize communication and meaning gap to develop their English language skills effectively. Undoubtedly, ILEX teachers' fear of the loss of a monolingual classroom is still present as some of the participants recognize that there is a fine line between conducting a language class and using Spanish extensively throughout the entire class. While the use of Spanish can be beneficial for student comprehension and participation, it is important to maintain a focus on the development of English language skills and academic content. On the other hand, the stated preferences and practices of the majority of the participants in this study suggest that even though the pandemic emergency has come to an end, reverting to exclusively English-only classes may not be feasible or beneficial. The disruption caused by the pandemic has highlighted the significance of maintaining inclusivity and accommodating the diverse linguistic backgrounds of students. Returning to rigid English-only approaches could hinder the progress made by native Spanish speakers in their English language skills and overall academic development.

Conclusions

This study aimed at exploring the cognition of a group of language teachers in an attempt to identify the factors that frame it, discover its distinctive characteristics, and investigate the resulting effects of participants' engagement in the research process. In this chapter, we will present the main conclusions that this research endeavor has left us.

Participants' former teachers contributed positively to their career interests and their perceptions of the teaching profession. Similarly, This study has emphasized the importance of collegiality, ongoing professional development, and participants' own teaching experience, and the teaching context in shaping participants' cognitions, generating deep-rooted beliefs and causing changes in various aspects of their teaching identity, knowledge and practices over time. Finally, the findings related to factors influencing participants' cognition highlight the multifaceted nature of participants' knowledge acquisition and professional identity formation; teachers gain knowledge not only through formal training and support from colleagues but also through personal, professional, and social experiences. The influence of family, friends, and personal backgrounds is evident in shaping teachers' career choices and pedagogical approaches.

This study has also revealed a series of characteristics of participants' cognition manifested in their stated and emergent practices and preferences. First, data revealed how participants shifted away from traditional teaching dynamics and moved towards a more collaborative and learner-centered approach. Participants created a more inclusive and participatory classroom environment, favored personalized feedback, and fostered a closer and more open teacher-student relationship. Another characteristic of participants' cognition was the development of empathy for fostering a supportive and inclusive learning environment in their classrooms.; this empathetic approach fostered a deeper connection with students and promoted a compassionate and tolerant attitude towards mistakes. Lastly, Participants' cognition related to their empathy development was also present in the acknowledgment and accommodation to

students' mental health issues and individual circumstances creating a supportive and inclusive learning environment.

Participants in the study found value in the spaces for reflection provided by the research process. The interviews and interactions with the researchers stimulated their thinking, triggered self-reflection, and enabled them to gain insights into their beliefs, practices, and self-perceptions. By conceptualizing the teaching profession through their diagrams and explanations, participants demonstrated reflection, knowledge and deep rooted beliefs related to their practices. Finally, by watching and commenting on their own recorded lessons, participants gained insights into their decision-making processes, noticed aspects of their teaching practices, and became aware of areas for improvement. This self-observation exercise facilitated reflection and generated a deeper understanding of their instructional approaches, beliefs, and execution of teaching theories.

Unexpectedly in this study, other distinctive characteristics of participants' cognition were found; such features involve their validation of students' emotions, their capacity to establish clear boundaries and maintaining professionalism within the classroom, and their flexibility and adaptation of teaching approaches to meet diverse student preferences needs. Participants also manifested the significance of strategic use of the Spanish language in the educational context as a characteristic of their cognition, optimizing communication, saving time, and facilitating student learning in certain instances. More importantly, this conclusion emphasizes strategic language use, cultural sensitivity, and creating inclusive learning environments that promote effective communication as characteristics of participants' cognition.

Implications

Findings and conclusions related to the factors affecting teachers' cognition suggest that teachers in teacher education programs exert significant influence on the cognition of teachers in development, their professional identity, knowledge and practices, so in order to enhance the relevance and practicality of teacher education, programs should focus on fostering career interest, practical knowledge, and skills.

The creation of a collaborative culture among teachers is essential for ILEX and other educational institutions with a similar context. Similarly, meaningful improvements in teaching can be achieved by implementing bottom-up approaches to professional development in which teachers have autonomy and engage in reflective practice. Additionally, educational institutions should provide opportunities for teachers to gain practical classroom experience and support their ongoing growth in an attempt to recognize the transformative nature of professional experiences over time. Finally, engaging in ongoing self-study and exploring professional literature can enhance teachers' knowledge and practices. While acknowledging the influence of institutional contexts and policies, this study highlights the significance of personal, relational, and workplace factors in shaping teachers' professional identity, knowledge and practices.

The characteristics of participants' cognitions that were found in this study could be relevant data to inform the practices of other ILEX teachers or any other teacher in a similar context. Similarly, these cognitions can reverberate through the creation and reform of institutional or even regional or national language policies and curricular models. We found them worth mentioning as implications from this study, and we list them as follows:

- The creation of an inclusive and participatory learning environment where students feel comfortable expressing themselves and actively participating.
- The implementation of pedagogical strategies that incorporate creative elements to enhance student engagement and enjoyment in the classroom.

- The implementation of timely and constructive feedback at all stages of teaching promoting student improvement and language comprehension.

- The promotion of students' autonomy, time management skills, and self-regulation.

- The implementation of empathy, error tolerance, personalization, and flexibility in teaching.

- The promotion of the development of emotional intelligence and interpersonal skills to create inclusive and supportive classroom environments.

- The acknowledgement of students' individual circumstances and the adaptation of teaching approaches accordingly.

Given the value that ILEX teachers attributed to their engagement in introspection and self reflection by participating in this research project, future researchers, educators, and organizations can consider implementing similar practices in their own settings. In the case of ILEX, the institute should provide such spaces of reflection in a systematic and consistent manner. Similarly, the reflexive nature of interviews highlighted in the study suggests that they can serve as powerful tools for facilitating reflection and self-awareness. This implies that future researchers and interviewers should be mindful of the potential impact of their interviews and interactions, ensuring they provide a safe and supportive space for participants to share their thoughts, examine their beliefs, and engage in self-reflection. Finally,by engaging in the process of watching and analyzing their own teaching through recorded lessons, teachers can gain a deeper understanding of their decision-making, identify areas for improvement, and enhance their instructional practices; this certainly informs continuing professional development models and teacher education programs.

Recommendations and Future Directions

Further exploration into the cognition of teachers regarding specific identitarian aspects, such as methodology or curriculum assimilation and implementation, holds great potential for enhancing educational practices and improving student outcomes. To go deeper into this area, a qualitative research approach can be employed. This could involve conducting interviews or focus group discussions with a diverse group of teachers representing different subject areas, experience levels, and institutional contexts. Such an approach will allow researchers to explore teachers' beliefs, attitudes, and perceptions related to specific identitarian aspects of their institute's methodology or curriculum assimilation and implementation.

Based on the findings of this study, further exploration and research are recommended to delve deeper into the reflexive nature of interviews and their implications for facilitating reflection and self-awareness. One important avenue for future investigation is to explore the specific mechanisms through which interviews can promote such introspective processes. This could involve examining the role of various interview techniques, such as open-ended questioning and probing, active listening, visual elicitation instruments, life-story, and reflective feedback, in eliciting self-reflection and self-awareness among participants. Additionally, researchers could investigate the potential long-term effects of interview-induced reflection on personal growth, decision-making, and behavior change.

Based on the use of narrative inquiry methods in the study of teachers' cognition as they derive in more natural and less biased talking, further research is recommended to know more about this promising approach. Conducting a comparative analysis of teachers' cognition using both narrative inquiry methods and traditional research methodologies can provide valuable insights into the strengths and limitations of each approach. This exploration will enable

researchers to identify the unique contributions of narrative inquiry in uncovering rich and

nuanced understandings of teachers' cognitive processes.

Undertaking longitudinal studies can provide a comprehensive understanding of the

development and evolution of teachers' cognition over time. By capturing the narratives of

teachers at multiple points in their careers, researchers can observe how cognitive processes

change, adapt, and are influenced by various contextual factors. This longitudinal perspective will

contribute to a deeper comprehension of the complexities of teachers' cognition.

Limitations

The objective of this study was to investigate the cognition of teachers and its unique characteristics in a previously unexplored context. Although the topic holds considerable importance, it is necessary to acknowledge that the study had two limitations.

In the first instance, the participant count provides insights into the findings, which, while applicable to other contexts, may not be widely generalizable to a larger population. Secondly, the role of one of the researcher as an academic adviser described in the methodology section may have generated a power relationship conflict despite the emphasis placed on a horizontal and non hierarchical relation among teachers of the institute regardless of their roles.

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Appendix A

Semi-structured interview

Type of interview: Standardized open-ended interview (Cohen et al, 2018)

The wording and sequence of questions are determined in advance. All the interviewees are asked the same basic questions in the same order.

Time for the interview: around 1 hour

Language of the interview: Spanish (participants' mother tongue)

Briefing (for the interviewees)

This interview is the first of a series of instruments intended to collect information that will contribute to the research project named *Thinking, Believing, and Doing: Unveiling English Teachers' Cognition*, led by 2 students of the Masters in Bilingual education of the Technological University of Pereira. This interview does not constitute any evaluative instrument; neither the outcomes will be used to judge the participants' performance or opinion in any way. Please answer the questions as honestly and freely as possible knowing that there is no right or wrong answer and that your sincere responses will be highly appreciated. Try to elaborate on your answer to the point you feel you have completely made your idea and feel free to add any other relevant information you feel would be helpful or complement your answer. Feel free to ask for clarifications at any point if you are not sure about the intention or meaning of the questions.

Aim: To explore teachers' initial thoughts, beliefs, and knowledge about English language teaching and their own teaching, and to get to know their professional and academic background and experience.

Questions

1. How did you become a teacher? (Please narrate in detail the path you took to become a teacher from the moment you consider it all started and mention anything you think is relevant or has a connection to the main question)
2. Utiliza la hoja en blanco y los marcadores para realizar un mapa mental en el que organices los elementos que consideres representativos de tu profesión.

+ Probes and follow-up questions when necessary

Notions and recommendations for interviewers

Possible biases and values of the interviewer should not be revealed; the interviewer must be neutral and avoid being judgmental.

You may want to "steer" the respondents if you feel they are going out of track. In any case, do it as gently as possible.

Prompts to clarify questions to the interviewee or to provide examples can be used when necessary. Probes to ask the respondents to extend or elaborate more on their answers can also be used if needed.

Other recommendations (cohen et al, 2018)

- Give the interviewees time to think
- Consider your non-verbal communication (gestures, signs of acceptance or judgment, etc), eye contact, posture (not too laid-back and not too dominant), anxiety…
- Avoid interrupting the respondent
- Take care of timing
- Avoid giving your own view or opinion; be neutral.
- Don't forget to record the interview.

Appendix B

Participants Consent Letter

En el presente consentimiento informado usted declara por escrito su libre voluntad y honesta participación, luego de recibir toda la información disponible de la investigación *Thinking, Believing, and Doing: Unveiling English Teachers' Cognition.*adelantada por los estudiantes Andrés Felipe Cuervo y Jaime Eduardo Murillo pertenecientes a la Maestría en Educación Bilingüe de la Universidad Tecnológica de Pereira. Además, declara que la información suministrada será lo más sincera y completa posible.

Justificación de la Investigación:

Teachers' beliefs about their duties as educators are prone to be modeled or shaped according to several conditions that make a person unique, nevertheless, some of those circumstances can be tracked since they are inherent to every educator no matter their contexts (Moodie & Feryok, 2015). Aspects like teachers' age, the generation they make part of the educational progress they have reached so far, the way they were presented to the knowledge they teach, their level of expertise, the time they have been exposed to teaching in specific contexts, the number of jobs positions they have had, the conditions of their contractual relationships, are all conditions that delimit how a teacher performs at their job. Consequently, it becomes urgent to collect and analyze teachers' perceptions regarding any potential variation in their mindset to better understand the implications that it might have on teaching and learning within the institute to eventually making suggestions to the university and institute seeking the ever-improvement of the teaching practices.

Objetivo de la Investigación:

1. Analyze the interpretation of a group of ILEX English teachers about their schooling experiences and practices through their discourses

2. List intrinsic and extrinsic conditions framing language teachers' cognition
3. Validate the influence of teachers' cognition in curricular and administrative conditions at ILEX

Procedimientos: Encuestas, entrevistas, observaciones síncronas y asíncronas y reunión de cierre.

Beneficios: Este proceso permitirá ajustar la forma de enseñanza dentro de ILEX teniendo en cuenta su experiencia, dándole a usted voz sobre los elementos que puedan parecerle beneficiosos o disruptivos, además de esto le permitirá brindar una retroalimentación directa a las personas encargadas de la administración del instituto.

Nivel de Riesgo: Esta es una investigación sin riesgo (ver resolución No. 8430 de 1993)

Garantía de respuesta a inquietudes: los participantes recibirán respuesta a cualquier pregunta que surja acerca de la investigación.

Garantía de información: los participantes recibirán toda la información significativa y actualizada que se obtenga durante y al final del estudio cuando así lo requieran.

Garantía de libertad: La participación en el estudio es libre y voluntaria. Los participantes podrán retirarse de la investigación en el momento que lo deseen, sin ningún tipo de consecuencia.

Recursos económicos: La participación en esta investigación no representa riesgos económicos de ningún tipo.

Confidencialidad: los nombres de las personas y toda información proporcionada serán tratados de manera privada y con estricta confidencialidad, estos se consolidarán en una base de datos como parte del trabajo investigativo. Sólo se divulgará la información global de la investigación, en un informe en el cual se omitirán los nombres propios de las personas de las cuales se obtenga información.

Nota: El participante de la presente investigación contará con una copia del consentimiento informado.

Nota 2: Su participación en la presente investigación finalizará cuando el proceso de recolección de datos haya llegado a su fin.

A quien contactar:

Nombre: Jaime Eduardo Murillo Meza

Teléfono: 321 7722 845   Email: jemurillo0705@utp.edu.co

Nombre: Andrés Felipe Cuervo

Teléfono: 3013685911   Email: afcuervo@utp.edu.co

Certifico que he leído la anterior información, que entiendo su contenido y que estoy de acuerdo en participar en la investigación. Se firma en la ciudad de _____ a los _____ días, del mes _____ del año 2022.

_____   _____

Nombre del Informado   Firma del Informado

Cédula

Appendix C

Protocol for Stimulated Recall Sessions

Before the stimulated recall session

1. Contact the teacher and arrange the virtual meeting

2. Program the session on your calendar (so you can find the recording more easily when required in the future)

3. Ask the teacher to pick one of the recordings of his/her lessons to be discussed during the stimulated recall session

4. Ask the teacher to watch the video of the recording of the lesson before attending the stimulated recall session and identify those passages he/she would like to discuss.

5. Mention that the main purpose of the stimulated recall session is that participants state what they were thinking at the time they completed the task rather than what they thought at the time of reporting (Gass and Mackey, 2016). [points 3, 4, and 5 can be included in the contact mail]

6. Watch at least 3 other lessons from the teacher (if possible) to become familiar with his/her teaching style and identify areas of his/her teaching you would like to discuss

7. Watch the recording of the lesson picked by the teacher and identify spots that might require the participant to verbalize what he/she was thinking (you could take notes of the specific time frames of the recording you would like to inquire about; for example, from 3:05 to 7:00, from 12:30 to 18:00)

During the session

The main purpose of the sequence below is to let the participant take the initiative and talk about the lesson and events from the lesson that they consider relevant without much initial intervention or lead from the researcher.

1. **Don't forget to activate the transcription add-on and record the session**

2. Restate the main aim of the stimulated recall session (see pointers 4 and 5, of the previous section). Also mention that the stimulated recall session will focus on data collection for the research project and that they do not take into account teachers' performance; it is not the focus of these instruments.

3. Let the participant know that you will play the video and that he/she should tell you when to stop to verbalize what he/she was thinking and the reasons for making those decisions during that particular spot of the lesson; if the areas of attention that you identified before the

session are not addressed, stop the video and ask about the thoughts/reasons/intentions behind those actions without guiding their answers.

4. Repeat the process moving forward on the video. (You can skip the moments of the lesson where there is silence; for example, while learners are working on their own or there are breaks; consider the time for the stimulated recall session, which will be around an hour).

5. Ask the prepared questions (only after addressing all the passages of interest in the video; make sure you ask all the questions that were not addressed during the previous stage; the idea is to see if the issues on the questions emerge on their own before asking the questions directly) [see the questions below]

6. Ask the participant how he/she felt during the stimulated recall session - what is his/her opinion about this exercise

7. Thank the participant for his/her cooperation and close session

8. Stop the recording and save the transcription

9. Move the recording of the session and the transcription to **this folder**

Questions

(After question 1 ask only the questions that were not addressed during the session or in the answer for question 1)

1. What is your overall opinion about the class? Why?

2. What elements/factors do you think had an influence on the way you planned and delivered the lesson? Why? What impact do you think they had on the lesson? What did you consider a priority for planning and teaching the lesson? Explain

3. How did you feel in this stimulated recall session? What do you think about it? Did you learn anything?
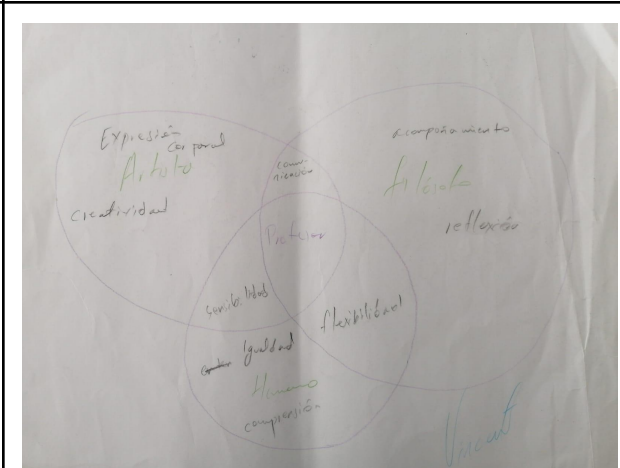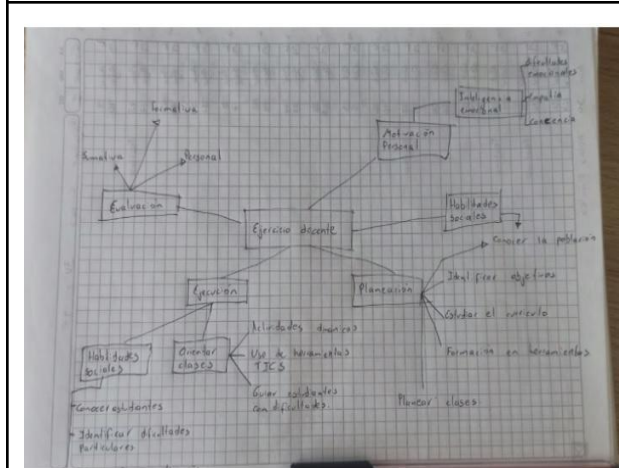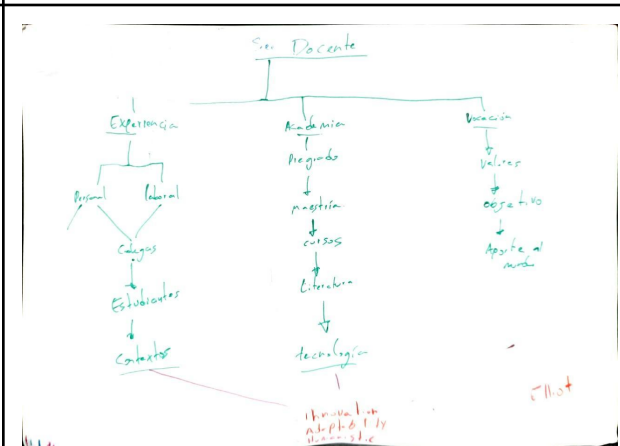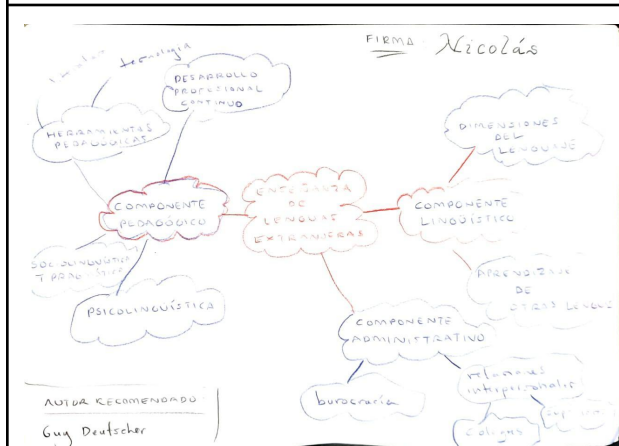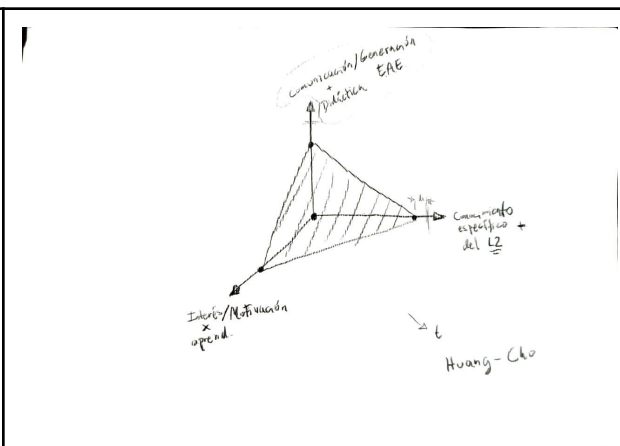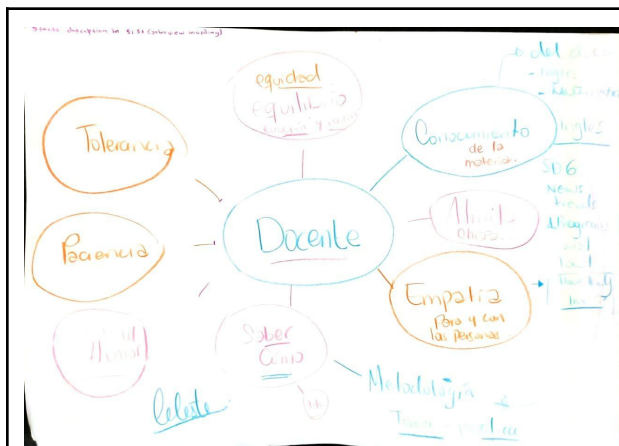
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Appendix D

Samples of Diagrams Made by Participants

Appendix E

Codebook

See the original codebook file here

All quotations + all the groups of codes (everything, everywhere, all at once) .XLSX

Archivo Editar Ver Insertar Formato Datos Herramientas Ayuda

	A	B	C	D
1		Data collection method	Name of the participant	
2	Interview - Huang Cho	Interview	Huang Cho	IHC
3	Interview - Celeste	Interview	Celeste	IC
4		Interview	Vincent	IV
5	Interview - Nicolas	Interview	Nicolas	IN
6		Interview	Elliot	IE
7		Interview	Sebastian	IS
8		Stimulated Recall	Huang Cho	SRHC
9		Stimulated Recall	Celeste	SRC
10	Stimulated Recall - Vincent	Stimulated Recall	Vincent	SRV
11		Stimulated Recall	Nicolas	SRN
12		Stimulated Recall	Elliot	SRE
13		Stimulated Recall	Sebastian	SRS
14				

All quotations + all the groups of codes (everything, everywhere, all at once) .XLSX

Archivo Editar Ver Insertar Formato Datos Herramientas Ayuda

	A	B	C	D	E
1		Reduced Codes (categories)		Comments	Who drafts the finding in the main document? we will draft these findings individually first to later meet and discuss
2	Theme 1	1,2,4,5,9,14	Factors affecting Teachers' cognition	this could be subdivided, when written as a finding, in 3 subfinding. Which would they be? People, professional context and other factors?	Andrés
3	Theme 2	3,8,10	Teachers' stated practices	Same here; it could be pandemic and practices, preferences, and stated practices	Edu
4	Theme 3	7, 12,13,15	Teachers' mind	This is also a category to subdivide; still don't know how	Edu
5	Theme 4	6	Teachers' reflections		
6	Theme 5	11	Teachers' emotions		
7	Theme 6	16	Teachers' Changing cognition		

(Column F, row 3): ts relations with learners and how they shape their practices could be here - i think learners influence practices more than Ts' cognition — Jaime Eduardo Mu...

+ ≡ 4 Quotations ▾ Codes and groups of codes ▾ Labels ▾ Theme Colors ▾ 1 Overlap redcution ▾

All quotations + all the groups of codes (everything, everywhere, all at once) .XLSX

Archivo Editar Ver Insertar Formato Datos Herramientas Ayuda

E21: we could have a finding based on the info from the diagrams; using triangulated data about the aspects most/all of the participants included in the diagrams and that according to them constitute what the teaching

Description	name of new group of codes	Commets
Personal or contextual factors different from place or work or the profession that have an influence on participants' cognition	Other factors influencing teachers' cognition	
Rather contextual factors related to the profession that have an influence on participants cognition	professional factors influencing participants' cognition	
Participants' mention of teaching preferences	Teaching preferences	
Academic and professional growth participants say has to do with who they are, what they think and what they do	Academic and professional growth	
Participants talking about their own learning process and how it has to do with what they believe, think, know or do	Participants as learners	
Codes that have to do with participants' reflection	Reflection	
An ideology/ belief that is not necessarily related to the teaching profession or the work of a teacher	Ideology and worldview	
what the participants say that is directly related to what they do in the classroom	Instructional practices	merge with 10,
When participants relate to members of the academic community that have a direct influence on what they belief, know, think and do as teachers	People of influence on participants' cognition	this could be a subfinding of factors affecting teachers' cognition (merge with 1, 2, 4, 5)
Classroom practices affected by online teaching emergency	how teaching virtually shaped Participants instructional practice	
Quotes related to teachers' emphaty and other feelings and emotions	Participants' emotions	
The set of beliefs identified in teachers' discourses.	Beliefs	Beliefs about what? download the cites with this code and reduce to 3 categories of what teachers have beliefs about. This would probably become a finding with three subfindings (can this be merge with 7 and 13? I'd say yes)
Teachers talking mainly about what they think (not as an opinion or belief, but as a rather mental activity)	Thoughts	
data related to teachers' experience and how it has shaped their cognition	Teaching experience	this could be merged with number 2 and ...
data related to what the participants manifested they know	Teachers' knowledge	This could be merged with
data showing how what participants believe, think, know an do has changed over time	Changing cognition	This could also be divided into categories (which are the main changes?)
info from diagrams that accout for what participants think		we could have a finding based on the info from the diagrams; using triangulated data about the aspects most/all of the participants included in the diagrams and that according to them constitute what the teaching — This could also be on its own context

+ ≡ 4 Quotations ▾ Codes and groups of codes ▾ Labels ▾ Theme Colors ▾ 1 Overlap redcution ▾

Appendix F

List of Excerpts in Original Language (Spanish)

Es una cosa que yo aprendí con un director de la Banda sinfónica de Pereira

cuando yo tenía unos 18 años más o menos. Y el tipo nos trataba, pues era una banda

profesional, pero la banda profesional no funcionaba como una banda profesional…hasta

que él llegó y tomó la dirección de la banda. Y nos hizo subir a nivel profesional en

términos de la autopercepción Y cuando uno se percibe a sí mismo como un profesional

se comporta… es muy diferente; si usted se percibe como un estudiante, digamos que se

relaja mucho más. que no está del todo mal pero pues aquí en la universidad queremos

trabajar más con profesionales, entonces necesitamos que… los estudiantes se vean a sí

mismos como profesionales. **Excerpt *1*** *: IV*

Yo lo ponía todo en función de los profesores, no en función de la persona que

está aprendiendo y de hecho de dejar de hablar de procesos de enseñanza y empezar a

hablar de procesos de aprendizaje, en eso sí creo que tuvo un rol crucial la profesora

Kelly porque pues en las conversaciones resaltaba el hecho de que yo estaba hablando

mucho desde el punto de vista del profesor y ponía el profesor en el centro de todo.
Excerpt *2* *: IHC*

la profesora Kelly y el profesor David digamos que son como dos referentes que

tengo y que me forjaron mucho en cuanto a cómo enseñar y que ser profesor si puede ser

algo interesante. **Excerpt *3:* ** *IE*

Del profesor David resalto como la creatividad, ¿no? De cómo podía enseñar un

tema con algo totalmente ajeno… Fue por el profesor David que en un primer momento

*dije, okay, puedo ser profesor no está mal, sería interesante…*Con la profesora Kelly fui un

monitor también me hizo ser muy disciplinado. **Excerpt *4: IE***

Creo que jamás me imaginé ser docente o querer ser docente*…pero llegó un*

punto en el que, en esa clase de epistemología, el docente como que me ayudó mucho

a admirar el mundo de la educación y empezar a ver que estaba haciendo algo que que

no era incómodo para mí, que pues era muy chévere venir a hablar, a dialogar,

aprender sobre esas temáticas…recuerdo también mucho ir a clases y sentir que ya no

aprendía nada y que eso no trascendía. **Excerpt *5: IC***

El ego creo que es un problema gigantesco para un docente y que lo puede llevar a

crear un montón de situaciones de difícil manejo en un aula y solamente por ego; pues

porque lo ve uno constantemente en los profesores nubiles y a veces en los profesores

consolidados, pero que que nunca han tenido la oportunidad, que sí hemos tenido nosotros

en el instituto, de estar constantemente cuestionandonos y platicando con pares y revisarse

porque simplemente no han sido críticos consigo mismos y pues el ego los los abruma y se

vuelven unos Tiranos. **Excerpt 6***: IHC***

Lo que hemos hecho en los grupos de estudio, leer algo, resaltarlo, relacionarnos

con texto, luego discutirlo llegar a conclusiones; pues eso y no quiero darle menos peso

eso y a esa relación también con mis pares a través de Clubes de estudio y de lectura creo

que ha sido crucial en quién soy como docente y como persona. **Excerpt 7***: IHC***

"La interacción con los colegas tanto formal como de forma informal. Lo que se

habla con ellos. Creo que también tiene una influencia grande, ¿no? Cuándo entras a un

trabajo y, dependiendo del grupo con el que se haga, sobre todo los primeros años, marca una gran diferencia. Si uno llega y se hace con profesores tal vez más vagos, que no planean mucho, pues eso lo va a llevar a uno hacia algo. Y por otro lado se hace con los profesores más pilos que siempre están participando, que siempre están proponiendo cosas para hacer, pues eso también lo lleva a una ruta muy diferente. Entonces los colegas de cierta forma tienen un impacto grande". **Excerpt 8***: IE*

"Yo siempre me he apoyado en los colegas, ¿no? en los colegas que tengan más preparación académica o que tengan más experiencia y les pregunto bueno ¿Usted, cómo lo haría?" … osea según el programa de desarrollo profesional que haya habido en el momento, pues yo me he adaptado; por ejemplo, si se va a preparar una clase central, normalmente no lo hago; yo simplemente diálogo (y pregunto), ¿cómo lo haría usted? y cuando he podido también he compartido cosas. he dicho, yo hago esto. **Excerpt 9***: IN*

"De hecho una de las cosas que a mí más me gustan de trabajar en el ilex es el acompañamiento que tenemos los profes con los asesores. Creo que el acompañamiento ha sido muy significativo en términos de que nunca ha sido coercitivo o nunca ha sido la idea del equipo de asesores… nunca ha sido castigar. Sí, sino mejorar". **Excerpt 10***:IV*

Creo que es muy difícil lograrlo (crecer profesionalmente y mejorar las prácticas de enseñanza) solo, es decir, soy una persona autodidacta competente. Como pudiste ver en la historia, soy una persona autodidacta muy competente, creo. Pero este asunto de desarrollo profesional, intentar hacerlo solo... en efecto, es muy difícil sin ayuda... Agradezco que aquí no tengas que buscarlo, aquí te lo brindan... así que este semestre, ¿verdad? este es tu asesor, y estos son tus colegas; eso es muy importante para mí. ***Excerpt 11****:IN*

Yo creo que el conocimiento específico de la lengua es mayor ahora que el que yo tenía en esa primera clase … muchas preguntas que me hicieron a lo largo de todos esos 12 años…. 13, 14 años no sé … me han ayudado a comprender mejor la lengua y también temas de cómo aprendemos idiomas. **Excerpt 12**:*IHC*

Pues …uno es el resultado de la colección de sus experiencias, de todas; todo lo que he vivido hasta ahora… incluyendo, pues todas las clases que he orientado por supuesto, pero también todas las conversaciones que he tenido con pares … la experiencia como asesor académico, tener la oportunidad de observar clases de otros docentes y de conversarlas con ellos, eso es super transformador. **Excerpt 13**:*IHC*

Cuando vos pensás en la educación virtual, las posibilidades de hacer múltiples actividades al tiempo se amplían; entonces eso es muy fácil verlo como una distracción…lo que yo creo que sucede más bien, es que uno tiene control sobre su tiempo. Entonces, lo que necesita uno aprender es aprender a tomar las decisiones de cómo manejar las actividades que uno necesita hacer o qué quiere hacer. De allí fue donde salió ese aprendizaje; de ese primer año antes de la pandemia antes de que la educación virtual se volviera una obligación, yo tuve esa experiencia y me di cuenta de eso exactamente que los estudiantes necesitaban. **Excerpt 14**:*SRV*

Mis clases al principio eran basadas en gramática; solamente gramática y vocabulario. También teníamos niños de diversas edades y yo tenía la misma clase para todos; para niños pequeños y para grandes. Y pues poco a poco fui aprendiendo a diversificar las actividades y aprendí que una clase de inglés no es una clase de gramática. **Excerpt 15**:IS

Yo empecé a trabajar como docente en la U a los veintiún años. En algún momento me preguntaron algo (los estudiantes) y no sabía…y a mí antes, y todavía un poco, pero antes más, me daba pena … a veces respondía lo que no era … yo cualquier vaina me inventaba … cuando me daba cuenta que me equivocaba… me sentía mal porque les estaba enseñando algo, que no era. Yo creo que esas experiencias van ayudando a que sea mejor. Ahora digo, ven buscamos juntos.O dame esta clase mañana te traigo la respuesta (prefiero eso) … es cómo responsabilidad yo creo, ética profesional. **Excerpt 16***: SRC*

Ser docente lo divido en tres partes. Es decir, ser docente lo constituye la experiencia, la academia y la vocación. desde la parte de la experiencia. tanto personal como laboral está constituido por lo que uno vive en su trabajo. lo que uno vive constantemente trabajando y lo moldea a uno siempre…y también personal, digamos que hablar con un amigo o desde cómo te ve la familia. **Excerpt 17 IE**

Pues bueno, en realidad, creo que como casi todo en la vida es algo que tiene orígenes múltiples. Entonces, creo que tiene que ver con el hecho de que mi papá fue profesor de universidad. Pues sí durante mi periodo formativo. Entonces, creo que había ahí una especie de vocación ya marcada. **Excerpt 18:***IHC*

Entonces si uno va a enseñar idiomas, tiene que tener un nivel muy sólido, tiene que estarse actualizando por ejemplo, yo ya tengo cierta edad. Y puede que ciertas cosas que se decían hace 20 años ya no se digan. Entonces ¿qué tengo que hacer' yo ahí tengo que de vez en cuando hablar con gente más joven… pero también leer cosas que escribe gente más joven. **Excerpt 19:** *IN*

Yo escucho mucho podcast entonces escucho, por ejemplo, tecnología en donde entrevistan profesores y profesoras de la lengua y académicos y o sea, de ahí he sacado un montón de referencias y he aprendido las experiencias de ellos un montón…También, siempre estoy tratando de leer artículos en nuestro campo que puedan informarme en mis prácticas desde las prácticas de otros docentes. **Excerpt 20:** *IHC*

Pero claro, enseñar en un instituto, digamos que uno absorbe la metodología del instituto, así sea inconscientemente. **Excerpt 21:** *IE*

Como profe inglés? En el ILEX? Inglés, pero saber cómo enseñar inglés. Y no solamente inglés, saber de los SDG goals, saber de noticias saber de los trends del mundo saber de sus programas académicos saber de qué está pasando a nivel social acá local Cómo viven ellos (los estudiantes) porque a mí esto también fue algo que me hizo cambiar alguna práctica como docente…ser conscientes de cómo viven ellos y que hay detrás de esa cara esa persona. **Excerpt 22:***IC*

En mi caso pensar como ellos. como si yo fuera un estudiante y estoy sentado cuatro horas en clase, donde la profe arranca la clase haciéndome preguntas sobre el texto que tenía que leer la semana pasada. A duras penas participan los mismos de siempre porque me da pena participar. Entonces me gustaría que fuera diferente, algo simple Entonces es como un pequeño descanso cerebral. Por así decirlo ***Excerpt 23 :SRC***

digamos que el motivo de la canción es primero "set de mood", o sea, como ir ambientando un poco. trataba por lo general de escoger canciones sencillas para que las

personas fueran, no solamente escuchándolas, sino que también de pronto pudieran aprender algo de forma accidentada viendo la letra de la canción. A veces también incluso les preguntaba cómo qué canción quieren mañana y también la iba poniendo para involucrarlos. **Excerpt 24**
SRE

*Procuro que también lo pronuncie porque el ejercicio es físico, o sea, la pronunciación es muscular entonces por eso también procuro provocar ese momento pues lo hago de una manera amable. O sea digamos que no creo una presión excepcional, pero sí impulso a que participe y también les ayudó a comprender cómo se toman esas decisiones numéricas, en términos de producción oral, De dónde salen esas notas que ellos ven ahí como numeritos que van de cero a cinco y pues de esa manera probablemente a la siguiente oportunidad en la cual tengan que desarrollar una actividad como esta o que estén produciendo lenguaje al ser conscientes al tener estas categorías en su cabeza así no las tengan plenamente asimiladas o no tengan todas las herramientas para Monitorearlas al detalle si va a ser más probable que puedan monitorearlas y mejorarlas y hacer cuando se hacen o cuando estén escuchando contenido en la lengua objetivo Pues que puedan también mejorar, Identificar y luego utilizar esas características del lenguaje, porque se familiarizaron con ellas Gracias a esa a ese feedback,[...] Creo yo que la retroalimentación. En todas las etapas de la enseñanza es crucial y es lo que marca la diferencia.***Excerpt 25** SRHC*

*Yo hago ciertas cosas como cantar o decir o hacer comentarios graciosos para romper el hielo, como para suavizar el ambiente y sobre todo después de hablar tanto de examen final era muy importante que los estudiantes se relajaran con este tema más sencillo y más amigable. Y la verdad es que es algo que yo hago bastante espontáneamente. eso de ponerle humor a las clases. Y yo creo que ahí estaba funcionando bastante bien.***Excerpt 26** SRN*

El control del tiempo también es propio, principalmente yo hago esto porque creo que es importante que los estudiantes aprendan desde pronto a controlar sus propios tiempos. a aprender Cómo trabajan. Básicamente es eso. Pero también es como yo lo veo es como parte de la formación profesional, aprender a ser autónomo, aprender a ser capaz de auto manejarse. En tanto al tiempo que me toma haciendo las cosas, en tanto a las estrategias que utilizo para resolver situaciones.Entonces yo le entrego mucha la responsabilidad a los estudiantes con el plan de que ellos aprendan a autorregularse. **Excerpt 27** *SRV*

Si ha pasado la verdad y ahí es donde uno tiene que ser muy cuidadoso en establecer los límites. Muchas veces ellos creen que porque uno hace chistes y porque uno los molesta y porque uno está todo el tiempo sonriendo y molestando creen que van a aprobar el curso. que creen que van a van a tener las mejores notas sin hacer mayores esfuerzos entonces,yo siempre establezco esos límites y claro, cuando cuando se publican las primeras notas del curso y ellos ven que a pesar de los chistes si no trabajaron no tienen las calificaciones que se merecen pues ahí sí se dan cuenta. **Excerpt 28** *SRS*

*Cuando por ejemplo, uno trabaja por proyectos, entonces te van a decir haga las clases más basadas en las preguntas que salen de los estudiantes de las indagaciones que vienen Pues de la audiencia, no sé, pero ese tema ir quitándose esa creencia de que el profe está en un atril, está más allá que el estudiante.***Excerpt 29** *SRC*

En ese proyecto los estudiantes están trabajando con textos académicos.Ellos no están trabajando con con blogs o textos de opinión, ellos están trabajando con textos académicos escritos por investigadores e historiadores es un ejercicio que a mí me gusta hacer con ellos. Principalmente porque muchos de estos estudiantes que están en curso seis. Son estudiantes que están en semestres altos. Y pues ya están a puertas de sus tesis de grados, de la

graduación, entonces creo que la input que ellos necesitan consumir es un poco más de textos académicos. es lo que creo. **Excerpt 30** *SRV*

También trato de hablar siempre como son las posibilidades de mejora. siempre digo como "hay espacio para mejorar esto", "puedes tener en cuenta esto" y proporcionar feedback puntual, porque eso es algo que muchas veces es lo más valioso en estos momentos de la historia que puede hacer un docente porque creo que hoy por hoy las máquinas pueden hacer cosas mucho mejor o profesores de video de YouTube pueden hacer mucho mejor en ciertos sentidos, pero la retroalimentación directa es algo que por ahora las aplicaciones apenas están desarrollando. **Excerpt 31** *SRHC*

Yo prefiero que los estudiantes me llamen por mi nombre. Por dos razones principales la primera por crear valor sí es mucho más fácil crear una relación más cercana con los estudiantes. Si se aplana un poco la relación jerárquica. De estudiante y profesor si se aplana un poco es mucho más fácil llegar a los estudiantes la segunda. porque en mis clases, yo quiero tratarlos a ellos como profesionales. y obviamente entre profesionales, es más común llamarse por el nombre entre colegas, es más común llamarse por el nombre que llamarse por Por los títulos jerárquicos que hay entonces yo les explico esto exactamente desde el principio y es más que prefiero que me llamen por mi nombre en vez de teacher que es lo común. **Excerpt 32** *SRV*

Es crucial vincular a los aprendices con la clase, o sea, si uno quiere que les importe la clase, a uno tiene que importarle los estudiantes. Lo primero que uno tiene que reconocer es que sentimos y que está bien poder expresar esas emociones. siento yo que ayuda a que los estudiantes se compenetren más con la clase y con el docente, yo busco y Procuro vincularme con sus emociones y preguntarle sobre Cómo se sintieron pues trato de acercarme primero desde la emoción y luego desde la razón. **Excerpt 33** *SRHC*

Digamos que el contenido el contenido de una clase de X tema, ha pasado a un segundo plano cuando uno se entera que hay un estudiante sufriendo de bullying dentro del Campus, o hay un estudiante con dificultades financieras, hay un estudiante que no puede asistir porque no tienen para el pasaje. hay muchas dificultades externas que también pues también nos enfrentamos en el día a día y ahí es donde tenemos que manejar la inteligencia emocional **Excerpt 34:***IS*

Claro pero ese es el balance de la vida, había que tener límites claros Y también generar un ambiente bonito, de comunidad, de compañerismo, de hermandad con esas personas que tienes Todos los días de tu vida, de lunes a viernes por seis horas o más tiempo contigo. para muchos estudiantes yo era más cercana que su propia mamá, que sus propios papás, hermanos o tíos **Excerpt 35:***IC*

Procuro como dar la sensación de novedad y procurar curiosidad desde la novedad ayuda a que también se genere rapport. O sea casi siempre es divertido **Excerpt 36** *SRHC*

Creo que soy más flexible y amable porque, en retrospectiva, solía pensar que la amabilidad era una forma de debilidad. Así que no era agresivo, pero tampoco era amable. Hoy en día, soy cálido y acogedor hacia los estudiantes. **Excerpt 36** IC

No siento que haya necesidad de ser tan planos. pues somos humanos enseñándole a humanos entonces tanto uno como ellos podemos llegar estresados o llegar muy felices, pueden llegar tristes, con cien mil cosas diferentes y el tener sentido del humor permite que uno no se tome las cosas tan a pecho **Excerpt 38:***IC*

Constantemente me pongo en los zapatos de mis estudiantes. Yo creo que uno en ciertos momentos olvida que uno también fue estudiante y que en algún momento uno no sabía nada y hablaba muy mal. Y a veces uno se vuelve egoísta y se vuelve intolerante de los errores y eso está mal **Excerpt 39** *IN*

Entonces muchas de las dificultades de los estudiantes son en términos de la Salud Mental y dificultades debido al estrés o ansiedad por factores académicos o externos. Entonces tenemos que ser bastante conscientes y flexibles sin dejar a un lado los objetivos académicos, pero sí ser conscientes de que trabajamos con humanos, no con máquinas. es ese aspecto es crucial en el ejercicio docente **Excerpt 40 IS**

Cuando los estudiantes no entiendan algo de la materia hay que tener paciencia como cuando un estudiante dice "I like to Travel" en vez de "I like travelling". Pero no solo paciencia ese tipo de paciencia, sino también en comprender al que llegó tarde o el que llegó hoy pálido terriblemente pálido y está cansado, el que está haciendo mala cara porque tiene hambre y no almorzado y demás cosas así **Excerpt 41** *IC*

Muy bien, de hecho son conversaciones necesarias que hay que tener entre compañeros más precisamente creo que hace falta abrir espacios así para discutir estas cosas con compañeros… como cuál es mi experiencia y cómo me veo yo y cómo veo el mundo. **Excerpt 42:***IV*

No me había sentado a reflexionar sobre todo lo que ser docente significa; que no es solamente planear e ir al salón y dar una clase y volver a la casa y hacer una evaluación y subir una nota. Realmente es mucho más. Entonces creo que sería bueno tener este tipo de encuentros con uno mismo más frecuentemente. **Excerpt 43:***IS*

Sí claro, siempre hablar de las prácticas pedagógicas propias lleva una autorreflexión y de concretar cosas que Siempre se tiene pero que uno no para a reflexionarlas uno sabe que están uno sabe que las tiene pero si no las piensas se quedan ahí simplemente. **Excerpt 44** *SRE*

Bueno no sé cómo definir esta parte (de la docencia) de pronto el saber cómo … lo podríamos definir como el arte, aquí pensándolo con ustedes en esta conversación… finalmente la docencia requiere el arte que es, eso es saber cómo A ver, siento que es muy importante. **Excerpt 45:***IC*

Pues para mí (la enseñanza de lenguas) principalmente tiene dos componentes; el componente lingüístico y el componente pedagógico. Entonces uno tiene que educarse y estar profundizando en las dos áreas para ser exitoso, o sea una sin la otra no funcionaría. En el componente pedagógico … primero está la psicolingüística y la sociolingüística…Uno tiene que saber cómo aprenden los alumnos según la edad y según su circunstancias personales…eso se aprende en parte leyendo, pero en mayor parte observando los estudiantes. **Excerpt 46:***IN*

creo que la motivación es primordial…y de allí deriva la inteligencia emocional. Creo que es algo súper importante; pues antes de usted sentarse a planear una clase, usted tiene que estar emocionalmente bien…(también) saber cómo controlarse en esos momentos de dificultad. Pero antes…estar consciente de cuáles son sus sentimientos? condiciones, experiencias, todo...todos estos aspectos. que lo rodean a uno ingieren directamente en el ejercicio docente. Entonces ese es un punto que considero importante

dentro de la motivación personal y la inteligencia emocional antes que la formación académica creo que es más importante o va primero.. **Excerpt 47:**IS

Es bien edificante visitar las grabaciones de clases anteriores…(y ver) las cosas que uno está diciendo porque muchas veces ya ha pasado un tiempo desde que no ha dicho ciertas cosas…¿por qué dije eso? o ¿Por qué lo hice? o ¿por qué lo dije de esa manera?... Hablé diez minutos y no dije nada. Y esto es es bien difícil porque es uno mirándose a uno mismo. cometer errores, pero muy edificante. por la reflexión que se hace sobre cómo explica uno ciertas cosas…sobre cómo trabaja uno. **Excerpt 48:**SRV

Es lo que primero logró identificar. Que hay muchos momentos en los que pues tengo que hablar mucho para poder que ellos participen y que hablen y que estén activos en la clase. **Excerpt 49:**_SRC_

… me gusta el ejercicio…precisamente para generar reflexiones en la práctica docente porque …esto es como estar haciendo una autoobservación y ayuda a que uno mismo reflexione acerca de cuáles son sus prácticas docentes…esto es es una puesta en escena de nuestras teorías y de cuál es también la forma en la que nosotros nos imaginamos la docencia y como la ejecutamos. **Excerpt 50:**_SRHC_

Durante la pandemia también empecé a utilizar mucho este tipo de ejercicios de quizzes autocalificables para ahorrar tiempo y también vi la ventaja de que para ellos también puede ser útil en cuanto a que si tenía varias estrategias uno que ellos podían repetir los quizzes otro que tenían varios días para para poder hacerlo porque sentía que de pronto si simplemente asignaba el tiempo de la clase. Pues la persona que no asistió o la persona que le gusta tomarse más tiempo de pronto se podría ver afectada. **Excerpt 51** _SRE_

la educación virtual yo la veo como educación a distancia.Y entonces básicamente yo le Entrego el control de muchas cosas a los estudiantes es como que yo solamente puedo ayudarles a crear ideas a moldear las ideas que ellos tienen porque en ese momento. Estamos trabajando sobre un proyecto. Entonces ellos me van entregando cosas y yo los voy guiando pero el control de la temática que ellos quieren usar es de ellos, yo no les digo que deben hacer. Excerpt 52 SRV

Ya en cuanto a las clases trato de buscar actividades dinámicas. de nuevo hago énfasis, aquí en el uso de las herramientas me gusta mucho explorar diferentes herramientas digitales en las clases, esto de pronto fue una enseñanza adicional de la pandemia que nos dejó pues. Un poco más conectados con la tecnología y pues ya era estudiantes Pues a todos, pero especialmente aquellos. que tengan más dificultades. Excerpt 53 IS

Durante la pandemia a todos nosotros nos tocó empezar a utilizar nuevas herramientas o a redescubrir herramientas que ya conocíamos. padlet es una que de pronto no utilizaba. durante la pandemia empecé a utilizarla mucho y me gustaba sobre todo porque da la oportunidad que todos participen- es algo que en una clase no se da mucho porque de pronto uno puede llamar a uno o al otro, pero el tiempo no da para que todos participen. La empecé a utilizar mucho para motivar más la participación y de que todos puedan contribuir. [...] El sistema de puntos también… todo esto son herramientas, la verdad que me quedaron de la pandemia por la necesidad de explorar. Y o sea, es algo conductista el dar puntos Pero me gusta. Me gustó mucho hacerlo ahí en schoology, porque pues ellos pueden ver el track de de Cuántos puntos llevan y Pues digamos que de pronto es un poquito más motivante para ellos. Entonces, simplemente sí, una un sistema de puntos y que al final se pueden redimir por puntos extras para el examen final Entonces es una buena forma de motivarlos.Excerpt 54 SRE

*"Por alguna razón. En las clases virtuales de nuevo volvemos al manejo del tiempo., hace falta aprender a manejarse el tiempo, Pero de nuevo uno no sabe qué es lo que está sucediendo al otro lado de la pantalla. Y qué otras actividades están haciendo los estudiantes al mismo tiempo que están haciendo? En clase? Yo fui muy estricto por algunos semestres con el envío de los trabajos de las actividades que estábamos haciendo. principalmente porque mi intención era que los estudiantes aprendieran. A detenerse cuando se acabó la clase, paro. Hice lo que pude hacer y no fui capaz de hacer más es algo muy parecido a cuando se acaba la clase presencial yo digo Adiós muchachos y entréguenme lo que hayan hecho y si no alcanzaron a hacerlo todo, pues bueno, esto nunca funcionó en las en las clases virtuales, eso nunca funcionó siempre estaba el estudiante que enviaba. minutos más tarde incluso había quienes mandaban dos tres horas después. obviamente nunca los penalice por mandar cosas tarde. siempre estuvo obviamente la cómo poner una palabra bonita la advertencia siempre estuvo la advertencia allí de que si no lo mandan a esta hora, pues les voy a rebajar puntos o que Sí pero esa advertencia nunca sube. Nunca se materializó. era más como para tratar de hacer que ellos entendieran que había que entregar a esa hora y después de esa hora es inaceptable. **Excerpt 55** SRV*

Pues ahora de nuevo me va a tocar dar cursos virtuales. y pues voy a tener que replantear muchas cosas porque pues los estudiantes Pues sí o sí van a utilizar más herramientas tecnológicas quería mencionar porque creo que es relevante. Que recientemente. Apareció una nueva aplicación nuevo desarrollo de Software que se llama chat gpt, creo que en este momento todos ya saben en diciembre casi nadie sabía las noticias empezó a salir como tímidamente y es una herramienta pues mucho más efectiva que que solamente el traductor de Google O inclusive herramientas como el Google lens, no Aunque Google lens, bueno, digamos que sirve para otras cosas. Entonces son herramientas que son difíciles de controlar, puede que uno en un examen final pues pueda controlar esto si lo hace presencial, pero a lo largo del curso,

pues va a ser muy difícil de controlar esto de que los estudiantes hagan los trabajos a conciencia de que de verdad se desarrolle el pensamiento crítico y a veces me auto cuestiono y me digo si será que yo me he perdido de algo si será que tal vez tengo ciertos vacíos en mi formación profesional. **Excerpt 56** *SRN*

*Entonces tenía mucho sentido. Pero tenemos que con el tiempo uno entiende que a veces utilizar el español puede ser una herramienta más poderosa que hablar en inglés directamente. Entonces es utilizarlo estratégicamente en cuanto a instrucciones en cuanto a explicaciones cortas que pueden ahorrar el tiempo más eficientemente en actividades de producción, por ejemplo.***Excerpt 57** *SRE*

Siento que maneja la flexibilidad en tal punto que Siempre trata de llevar de todas formas a los estudiantes a que lo traten de hacer en la lengua que estamos esperando. Pero llega siempre el punto donde se pregunta uno lo mismo hasta qué punto entonces estamos simplemente hablando del contenido y ellos están felices hablando del contenido en español pues estamos desarrollando las habilidades de lengua. Entonces yo tengo que utilizar español en clase por una o dos o tres situaciones no tengo inconveniente pero esa línea entre que sea una clase de lengua y que la clase se nos vaya completa en español es muy delgadita. **Excerpt 58** *SRC*

Realmente en esta parte el propósito no era enfocarnos en en la lengua, ni Pues digamos que escribir en inglés los eventos, sino que el propósito era conocer que tanto ellos sabían tanto de los eventos históricos y pues realmente sí digamos que estuviéramos exigido que usaran, pues la segunda lengua, pues muchos de ellos a pesar de de conocer bastante el tema, pues no hubieran podido demostrarlo **Excerpt 59**.*SRS*

*Por ejemplo, he escuchado comentarios de estudiantes como "profe me gusta que las instrucciones o en ciertos momentos específicos,hable en español porque a veces uno se siente muy perdido" Entonces es bueno ese uso. entonces ahora siento que es simplemente una herramienta muy Poderosa que no veo por qué no se debe utilizar. Simplemente es como tener un balance y saber en qué momentos específicos utilizarla y en qué momento no. **Excerpt 60 SRE***

*Algo que me llama la atención acá es que noto que si estuve hablando mucho en español. probablemente por el hecho de que sobre todo por la virtualidad. muchas veces uno siente que no le siguen el hilo a uno. como que si uno está hablando en inglés de pronto los estudiantes se pueden perder. sobre todo en la virtualidad porque uno no tiene ese feedback de poder ver los rostros y ver si asienten o no para para uno saber identificar si van entendiendo algo. **Excerpt 61 SRE***

*Por ejemplo hablaban en alguna charla de que hoy en día se ha revaluado mucho esto de no español. Entonces hice caso porque cada vez que veo la necesidad de hablar español, yo hablo español. Y cuando yo veo que el estudiante entiende bien lo que se le pregunta y tiene una respuesta interesante pero no en inglés yo le digo. Dígame en español. **Excerpt 62** IN*

*El tema del uso del español que es la lengua materna de los estudiantes y mía como docente Pues yo creo que es un tema que de pronto durante mucho tiempo se ha demonizado y no debería de ser así. Sobre todo en los niveles iniciales recordemos que este es un curso dos. Entonces, simplemente digamos tratar de agilizar y de compensar. **Excerpt 63** SRN*