Beliefs about the teaching practicum of pre-service language teachers from the Bachelor of Education at Pontificia Universidad Javeriana of Bogotá

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Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana

The Teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana is a space in which three factors: practice, reflection, and knowledge come together to train pre-service teachers in a professional environment. Said factors create accountability for the beliefs about language teaching held by the participants of the Teaching Practicum: pre-service teachers, cooperative teachers, and pedagogical guides. In order to understand what is believed about language teaching and about the Teaching Practicum this exploratory-descriptive ethnography sought to identify beliefs (understood as a theoretical construct) by means of three instruments: a focus group composed of eight pre-service teachers, interviews applied to three cooperative teachers and two pedagogical guides, and an online blog in which fourteen pre-service teachers participated. The questions laid out in these different data collecting mechanisms elicited beliefs that were classified in two different ways: firstly, beliefs were classified both based on the participants (pre-service teachers, cooperative teachers, and pedagogical guides) and on their nature (affective-laden beliefs; cognitive-laden beliefs; or experience-laden beliefs). Secondly, beliefs were grouped based on specific points of convergence about the teaching profession (expectations and responsibilities; teaching styles and strategies; role performance; challenges; and training & formation.) When contrasting the beliefs that the different actors of the Teaching Practicum create, similarities were found in terms of what is believed to be beneficial and rewarding of the
experience, on the challenges that the process poses, and on what is expected of each role that takes place in it. Complementing points of view were found in terms of what is believed to be a proper teaching style and strategy implementation, and what performing the role of a teacher entails. The implications of these findings can be understood greatly as positive feedback for the Major in Modern languages for shaping and training well-prepared pre-service teachers, and recommendations for improving the process made by all actors that take part in it.

**Keywords:** Beliefs, Teaching Practicum, Major in Modern Languages, language teaching, pre-service teachers, cooperative teachers, pedagogical guides, affective-laden beliefs, cognitive-laden beliefs, experience-laden beliefs, expectations and responsibilities, teaching styles and strategies, role performance, challenges, training & formation.
Creencias sobre la Práctica Docente de la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana

La Práctica Docente de la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana es un espacio en el que tres factores, la práctica, la reflexión y el conocimiento, se unen para formar profesores en un entorno profesional. Dichos factores generan una gran responsabilidad por las creencias generadas en este espacio sobre la enseñanza de idiomas por parte de los participantes de la Práctica Docente (profesores en formación, profesores de cooperación y guías pedagógicos). Para entender lo que se cree acerca de la enseñanza de idiomas y sobre la Práctica Docente, esta etnografía de carácter exploratorio-descriptiva buscó identificar las creencias (entendidas como una construcción teórica) recopiladas por medio de tres instrumentos: un grupo focal, compuesto por ocho profesores en formación; entrevistas aplicadas a tres profesores de cooperación y a dos guías pedagógicos y, finalmente, un blog en línea en el que participaron catorce profesores en formación y un guía pedagógico. Las preguntas que dirigieron la recolección de estos datos revelaron creencias que fueron clasificadas de dos maneras: primero, las creencias fueron separadas en tres grupos generales dependiendo del tipo de participante (profesores en formación, profesores de cooperación y guías pedagógicos) y tres subgrupos según su naturaleza (creencias influenciadas por factores afectivos, cognitivos o experienciales). En segundo lugar, las creencias fueron clasificadas en categorías de convergencia específicas de la profesión docente (las expectativas y las responsabilidades; los estilos y estrategias de enseñanza; los roles; los retos y, por último, la capacitación y la formación). Al contrastar las
creencias que los diferentes actores de la Práctica Docente conciben, numerosas similitudes se encontraron en términos de lo que se cree que es beneficioso y gratificante de la experiencia, sobre los retos que plantea el proceso y sobre lo que se espera de cada actor que juega un rol en él. Algunos puntos de vista complementarios fueron encontrados en términos de lo que se cree que es la aplicación de un estilo y una estrategia de enseñanza propios y lo que conlleva ser profesor. En gran medida, las implicaciones de estos hallazgos se pueden entender no solo como una retroalimentación positiva para la Licenciatura en Lenguas Modernas sobre la buena capacitación de los profesores en formación, sino también como una serie de recomendaciones para mejorar el proceso propuestas por todos los agentes que intervienen en ella.

**Palabras clave:** Creencias, Práctica Docente, Licenciatura en Lenguas Modernas, enseñanza de idiomas, profesores en formación, profesores de cooperación, guías pedagógicos, creencias influenciadas por factores afectivos, creencias influenciadas por factores cognitivos, creencias influenciadas por factores experienciales, expectativas y responsabilidades, estilos y estrategias de enseñanza, rol del profesor, retos, capacitación y formación.
Résumé

Croyances sur la Pratique de l'enseignement de la maîtrise en Langues Modernes de la Pontificia Universidad Javeriana

La Pratique de l'enseignement de la maîtrise en Langues Modernes de la Pontificia Universidad Javeriana, est un espace de convergence où trois facteurs (la pratique, la réflexion et la connaissance) se combinent pour former des enseignants dans un environnement professionnel. Ces facteurs génèrent une grande responsabilité pour les valeurs inculquées dans cet espace par les participants qui sont des enseignants en formation, des enseignants de coopération et des guides pédagogiques. Pour comprendre ce que l'on croit à propos de l'enseignement des langues et de la pratique de l'enseignement, cette ethnographie exploratoire-desccriptive a tenté d'identifier les croyances comprises comme une construction théorique, et ensuite compilées par trois instruments ; un premier qui est un groupe de réflexion composé de huit enseignants en formation; un second qui consiste en des interviews appliquées à trois enseignants de coopération et à deux guides pédagogiques; et pour conclure, un blog en ligne où quatorze enseignants en formation et un guide pédagogique y participent. Les questions posées à la collecte de ces données ont révélées des croyances qui ont été classées de deux façons ; en premier lieu, elles ont été séparées en trois groupes généraux selon le rôle des participants mentionnés ci-haut et trois sous-groupes selon leur nature influencée par facteurs affectifs, cognitifs et expérientiels. De plus, elles ont été classées dans des points spécifiques de la convergence sur l'enseignement (les expéctatives et les responsabilités; les styles et stratégies d'enseignement; les rôles des enseignants; les défis et, enfin, la formation et l'éducation). Après avoir effectué un contraste
entre les croyances que les différents acteurs ont conçu, nombreuses similitudes surviennent en termes de résultats bénéfiques et gratifiants de cette expérience. En ce qui concerne les défis du processus et ce qui est attendu de chaque acteur qui joue un rôle dans la Pratique de l'enseignement, d'autres points de vue complémentaires ont été trouvés en matière des styles et stratégies d'enseignement propre et ce que cela signifie d'être un enseignant. De loin, les implications de ces résultats peuvent être comprises non seulement comme une réaction positive à cette pratique grâce au bon entraînement des enseignants en formation, mais aussi comme une série de recommandations pour améliorer le processus proposé par tous les acteurs impliqués.

**Mots-clés :** Croyances, Pratique de l'enseignement, maîtrise en Langues Modernes, l'enseignement des langues, enseignants en formation, enseignants de coopération, guides pédagogiques, croyances affectives chargés, croyances cognitives chargés, croyances d'expérience chargés, attentes et responsabilités; styles et stratégies d'enseignement; rôles des enseignants; défis, formation et éducation.
1. Statement of the Problem

In order to guarantee the formation of future language teachers, one of the main elements of the Major in Modern Languages is the university Practicum. Students are expected to conduct internships (mostly in school contexts) whilst enrolling in a weekly seminar devoted to this very same matter. To ensure effective insight of this process, three substantial aspects are borne in mind for structuring the base of a reflective practice: “practice on its own, reflection, and knowledge.” (PUJ: 25 retrieved on September 17th, 2014)

When encountered with the definition the curriculum provides of what the Teaching Practicum is and entails, the authors of this research wondered how this postulate could be accounted for in reality. For this, some students were surveyed in order to gather first general impressions that could lead to a steadier ground of reflection and analysis. It should be noted that reflection of this situation first emerged between the two authors of this dissertation, one of which was undertaking the practicum and the other was commencing the assistance process by the time the discussion arose.

During the practicum seminar, which took place the first semester of 2015, students from one of the classrooms were asked to complete a survey (Appendix A) inquiring about some of the key aspects of the practicum and the results encountered have led to consider the practicum experience to be a "problematic" situation, meaning that it can be regarded from a deep and analytical perspective and be subjected to research. The questions connected to these key aspects of the practicum in the Major of Modern Languages at Pontificia Universidad Javeriana (PUJ from now on) will now be presented and followed by
questionings that arose among the authors of this dissertation upon which they pondered throughout the realization of this work.

The first question of the survey asked students whether they felt properly prepared for facing the challenge that it is to be in charge of a classroom. The majority of the students (79.17%) expressed agreement to this statement and a small portion of them (4.17%) expressed strong agreement, as opposed to 16.67% of the students who did not agree to feel properly prepared for being in a classroom. 12.50% expressed partial disagreement and 4.17% expressed complete disagreement. Overall, 12.50% does not seem to be a very representative amount but it does give room to ask: what are the lacking elements that students who do not feel fully prepared need yet to learn? Are any of these elements recurrent in each student’s experience?

Question 2 pretended to find out if at any point students had encountered a situation leading them to reconsider their desire to be a teacher. 29.17% of the surveyed students agreed to some extent to this statement and another 16.67% strongly agreed. Slightly more than half of the population (54.17%) claimed not to have reconsidered their professional future based on a happening during their practicum experience so far. The question that could be asked here is: what is the common trend that makes almost half of the sample population (45.83%) reconsider if education is the path they want to follow?

The third item of the survey asked about the relevance students granted to the Practicum for their professional development. The majority of the students (68.75%) claimed it is the most important part of their formation as future teachers and another 27.08%
reckoned (without discarding its importance) there are more important things throughout the Major that enhance professional development. This leads us to wonder what else students consider a fundamental element to their formation and what the practicum leaves out.

Coherently with the results of the third item, question number 4 showed that the role the students feel they play at the schools is mainly that of a peer from the school staff (according to 62.50% of the surveyed students), whereas 33.33% of the sample acknowledges to see themselves as teachers but also as students who are learning by analyzing a real life environment. Two interesting questions can be drawn from this item: at what point does someone acquire enough teaching skills to fully feel as an educator? And, when does a pre-service teacher fully blend in with the school environment?

Another interesting point of convergence of this whole matter was borne in mind when making this survey: language itself. Students were asked whether they considered the practicum to be an opportunity to improve their skills in a foreign language, and 75% agreed to this. Does this reinforce the idea that teaching something is learning more about it?

Questions 6, 7 and 8 were designed to address different quintessential aspects to the practicum: the weekly seminar students attend, their pedagogical guides and the cooperative teachers. When inquired about the weekly seminar, 58.33% of the population showed agreement to it being an ideal space to reflect upon professional formation and 16.67% showed strong agreement. This leaves only 25% of the surveyed students who do not consider the seminar to be a space of reflection.
When we gave thought to what a reflective practice is as stated by the curriculum, reflection was one of its substantial components. According to the curriculum of the Major in Modern Languages, reflection is understood as "critically thinking about teaching practice and this must be done before, during, and after any teaching experience. Critical reflection enables pre-service teachers to develop consciousness about what teaching entails, to comprehend underlying variables to this discipline, and to foster positive changes in their doing." (PUJ: 25 retrieved on September 17th, 2014). How does the seminar facilitate reflection in an assertive manner?

Moreover, question 7 pretended to explore the impressions students create about having a teacher from the department to work alongside them as a pedagogical guide. A great amount of the overall surveyed students (87.5%) asserted they appreciated their internship to be tracked by a pedagogical guide because of the feedback they provide on lesson plans and class observations. The very few remaining students (8.33%) acknowledged they did not mind having a pedagogical guide. After all, it is their own process and they think the most important part is what they make of their experience and what they learn by themselves. Only one student (4.17%) claimed s/he would prefer not to have a teacher tracking their progress. Since working with other human beings can sometimes be daunting and some other times enriching, as a pre-service teacher, what are the perks and hardships of having a pedagogical guide?

Question 8 attempted to get a rough perspective of what students thought of working alongside an experienced teacher in the school they are placed. 47.37% of the students admitted to being encouraged to explore their role as teachers as the cooperative teacher gives
them the chance to be in charge of the class. On the other hand, 31.58% of the surveyed students see themselves mainly as helpers of the cooperative teacher and they collaborate in certain activities (such as materials design, evaluation and notebooks marking) that require time that the teacher would rather invest doing something else. The question here is how the cooperative teachers conceive the interns they are paired with and promote a proper environment for them to shape themselves as teachers.

Finally, the last question of the survey asked students how they felt about the idea of having more opportunities to share their experiences during their internship and learn about their classmates' experiences. 81.82% of the surveyed students reckoned they would like there to be more opportunities for learning from everyone's stories and to gain insight from their own experiences. As opposed to 18.18% in whose opinion discussion about experiences at school happens too much already. Learning through others’ experiences is just as valuable as learning from personal experience. So, how could students share their experiences systematically in order to learn from them and not just mention them as an anecdotic fact?

The early questions that emerged during and after making this survey came from the authors of this dissertation's concern on what they consider to be the most important part of their Major. Nonetheless, the questions that arose from the results of this survey led this investigation to consider not only the authors of this dissertation's concerns but also those from every actor of the community that participates in the Practicum. As future teachers they are keen on examining and understanding the practicum experience to see where it fails to meet its purposes or how it could be improved in order to offer our immediate community (school contexts in Bogotá) better quality teachers. After all, as it is stated in the
curriculum, "The Major in Modern Languages seeks to shape holistic and competent professionals, capable of assuming responsibility for society transformation and of contributing to schooling formation in the field of modern languages to achieve communal interaction and construction of social reality, cultural identity and ethical values inherent to Colombian collectivity." (PUJ: 25 retrieved on September 17th, 2014.)

In order to achieve the shaping of holistic and competent professionals, the Practicum ought to foster three (aforementioned) formative axes: practice, reflection, and knowledge. "Practice refers to the staging of intertwining personal traits, planning, implementation, and assessment that construe a network enchaining classroom and educational practice environments." (Ibid: 60.) This is attained thanks to the guidance of the pedagogical guides and the cooperative teachers. Though, if some students claim the roles of their more knowledgeable peers do not contribute to this purpose, the first axis would seem rather unstable.

Reflection, on the other hand, is conceived as "critically thinking about teaching practice and this must be done before, during, and after any teaching experience. Critical reflection enables pre-service teachers to develop consciousness about what teaching entails, to comprehend underlying variables to this discipline, and to foster positive changes in their doing." (Ibid). All actors of the Practicum contribute to the development of this axis, be it during the seminar, or through the feedback of the pedagogical guide and cooperative teacher. If the seminar does not fulfill its purpose, or if the feedback provided by the pedagogical guides and cooperative teachers is not constructive and does not enrich students’ formation, this should be further looked into.
Finally, knowledge refers mainly to theories, techniques and research findings, and skills that contribute to improve daily practice. The allocated space for the construction of this knowledge is the theoretical seminar in which experiences are shared and useful input is provided for sorting out problems that emerge within the classroom on a daily basis.” (Ibid). Then again, it would be interesting to subject the seminar to analysis to determine whether it achieves this goal or not.

That being said, the surveys were lay out and analyzed considering the curriculum and its statements as the guiding compass. With the intention of better understanding the Practicum of the Major in Modern Languages this research states the following question and seeks to find answers for it:

.......................................................... 2. Research question
What are the beliefs about the Teaching Practicum in the Major of Modern Languages at Pontificia Universidad Javeriana held by a sample population of its actors?

3. Objectives

3.1. General objective:

To identify the beliefs the Teaching Practicum in the Major of Modern Languages at Pontificia Universidad Javeriana held by a sample of the actors that take part in it.

3.2. Specific objectives:

1. To account for the beliefs that a sample of pre-service language teachers from the Major of Modern Languages at Pontificia Universidad Javeriana construe about their early professional experiences.

2. To account for the beliefs that a sample of cooperative teachers at schools in Bogotá construe about the influence of pre-service language teachers in their professional doing.

3. To account for the beliefs that a sample of the pedagogical guides from the Major of Modern Languages at PUJ construe about their assistance to pre-service language practitioners.

4. Rationale

For future teachers research takes a most important part in their formation. Not only is it one of the activities that keeps pedagogy alive and ever-changing but also it encompasses
a set of skills that are vital for any avid teacher: the ability to be a good observer, to pick on specific details, to cater to needs according to a specific context; these are only a few of the many things that research and teaching have in common. The relevance of the current research can be understood from a theoretical, practical, and methodological stance, framed by its authors' academic and professional interests as well as the academic community it will benefit.

Firstly, it should be mentioned that a formative research exercise gives unexperienced researchers a chance to account for the knowledge they possess of a certain topic, applied to a specific problem. In the present case, construct regarding language learning and teaching that has been acquired throughout years of study will be tested when faced to a real life problematic situation: the students' practicum experience. Also, allowing students to carry out their own research provides them with intellectual autonomy to tackle a problem and provide solutions to it from whichever approach they find more suitable. For the present research, as it is of exploratory nature, a solution per se will not be provided, but rather an overview of the beliefs that emerge when students face their practicum and from the assistance pedagogical guides provide these students alongside the cooperative teachers at schools.

When talking about the nature of the present research, it cannot go by unstated the research line to which it pertains. According to the three research lines that the Languages Department has established, this research can ascribe to the one named “Historias y Relatos”
which is dedicated to the stories and narratives. These are based not only on their ability to include and exclude time (memories) and space (territory) socially but also to renew and reinvent representations that communities have of themselves, from ethnicity to the nation, and from religion to the sexes.

This research can ascribe to that particular line as its objective is to analyse experiences and individualized beliefs of the three agents (pedagogical guides, cooperative teachers, and pre-service teachers) that intervene in the Teaching Practicum. From doing this, it is feasible to build a broader perspective of the teaching practicum at our university.

This means that this research's *raison d'être* is to be a good on its own for the context from which it emerged, by making of the practicum and the actors that take part in it its object and subjects of study. Also, it will contribute to future potential research that may want to explore a similar topic or deepen into the beliefs that students, cooperative teachers and pedagogical guides construe about the practicum.

Through this research, authors are keen to give an important part of their educational community voice to make their experiences heard and to withdraw important facts from it, thus enabling discussion on an interesting and important matter.

.................................................. 5. State of the art
In order to achieve a better understanding of the phenomenon of beliefs in education, prior research was made on certain studies done on the same subject. The following table summarizes the title, date and author(s) of each study consulted during this research. This includes dissertations, Master’s degree thesis, grade papers and research magazines articles. More detailed information about the content of each item is presented in Appendix B.

<table>
<thead>
<tr>
<th>No</th>
<th>Year</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2013</td>
<td>Epistemological Beliefs of Students of Pedagogy and Sciences of the Education</td>
<td>Deluca, A. &amp; Beltrán, J.</td>
</tr>
<tr>
<td>2</td>
<td>2014</td>
<td>The influence of teachers’ beliefs on the use of technology in the classroom</td>
<td>Tirado-Moranta, R. &amp; Aparedes-Gomez, J.</td>
</tr>
<tr>
<td>3</td>
<td>2013-2014</td>
<td>Explorando las creencias sobre la enseñanza/aprendizaje de la pronunciación en L2</td>
<td>Usviolato, L.</td>
</tr>
<tr>
<td>4</td>
<td>2013</td>
<td>Beliefs and knowledge of prospective teachers (readers and non-readers) around literary education</td>
<td>Munita, F. (</td>
</tr>
<tr>
<td>5</td>
<td>2013</td>
<td>Convergencias de las creencias sobre el aprendizaje de segundas lenguas y el modelo de competición.</td>
<td>Baig, J.</td>
</tr>
</tbody>
</table>
Table 1. State of the Art summary

Depending on the field each study relates to with this paper, relevant information will be divided into five categories: methodology, theory, rationale, state of the art and further
application. Given that some of the consulted research involve not only one but two or three categories at once, the authors of this paper attempted to apply some set theory\(^1\) for the analysis, revealing not only the degree of relation of each study with this research but also the opportunities to trust their drill results to generate possible hypotheses about what is expected to be found at the end of this study. The next graph shows the application of the theory of sets. The number of each study corresponds to the numbers presented on Table 1.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{graphic1.png}
\caption{Analysis Distribution of the State of the Art}
\end{figure}

\(^1\) Set theory: the branch of mathematics that deals with the formal properties of sets as units (without regard to the nature of their individual constituents) and the expression of other branches of mathematics in terms of sets.
5.1. Methodology related

With this in mind, it is important to realize that some research has been done regarding pre-service teachers’ beliefs about learning a second language. Basto’s (2013) dissertation “Convergence of beliefs on second language learning, and the model of competition” describes the main research developed in this field over recent years, which not only contributed to the methodological design of the study, but provided key elements in the analysis of results as well.

"Many of the beliefs that students have about how to learn languages act in support or in detriment of the learning process. Additionally, teachers’ beliefs can have a persistent long-term influence on educational practices, overcoming the effects achieved with the training received as an educator" (Basto, 2013: 15)

Furthermore, Basto’s (2013) study clarifies the picture of the little research that has been conducted on the beliefs about teaching practicum nowadays and provides a methodological framework based on two instruments: a) BALLI (Beliefs About Language Learning Inventory); and b) Lightbown&Spada (2006) questionnaire (Appendix B).

Among the studies described by Basto (2013), only one aimed to enquire about beliefs on pedagogical practice: Negueruela-Azarola (2011), a qualitative case Study, with an ethical and specifically related sociocultural theory perspective whose focus of study was personal beliefs regarding theoretical knowledge and pedagogical practice.

1 Translation provided by the authors of this research.
Likewise, Bosch, M. (2002), in his study “Values and beliefs of secondary teachers on some aspects of education”\(^3\) mentions some types of questionnaires such as the Ad hoc. Questionnaire: a questionnaire made for the particular end or case at hand without consideration of wider application. This information combined with the instruments named before will give shape to our instrument to collect the necessary data.

### 5.2. Rationale related

To begin with, Munita, F.’s (2013) investigation, “Beliefs and knowledge of prospective teachers (readers and non-readers) around literary education”, shows, in its analysis results, a significant difference in beliefs and action perspectives of the future teachers taking into account if they are strong or weak readers. Within its framework, the article mentions that the basic idea of research on teacher thinking considers that all didactic performance is conditioned largely by beliefs that teachers have about the teaching object and the learning process that this implies. The article also defends the accuracy of the intrinsic relationship between teacher beliefs and teaching practice. In addition, it refers to Woods (1996), who proposes an explanatory model that identifies three interrelated components: beliefs, presuppositions (or assumptions) and knowledge.

Secondly, the exploratory study “University teacher’s beliefs about Language Teaching and Learning” Estévez-Nenninger, E. H, et al. (2014), sets the variables that contribute to the definition of learning-centered beliefs. (It determines the variables that

\(^3\)Translation provided by the authors of this research.
influence the presence of beliefs about learning-oriented and student-oriented teaching in university teachers.) It also shows that the beliefs of teachers guided by new learning paradigms beliefs coexist with traditional ones and the variables (grade level and hours of teacher training) contribute to the presence of beliefs centered on learning and student.

In the third place, the reflection on epistemological beliefs regarding college students Piñeyro (2012) places in his dissertation is a proposal directly in the line of research whose central questions arise from contextualizing certain types of cognitive skills in formal education.

Fourthly, Mora, R. (Enero - Junio de 2011) in his doctoral dissertation about the evolution of the literacy beliefs and practices, describes the three challenges for research and English teacher education through a reflection on literacy beliefs and practices. The author, inspired by the idea of reflexivity as a social reflection process that leads to rethinking educational practices, proposes: “(...) (c) we need to rethink the characteristics of teachers education in regards to issues of literacy and second language in the social, political, and technological contexts of the new millennium.”(p.1)

Furthermore, according to Usó Viciedo, L. (2009), there are three thematic areas of current research in foreign language teaching that converge: Teachers’ beliefs, teacher training and pronunciation teaching in Spanish as a foreign language. In regard to the importance of teachers’ beliefs in the process of formation, it is mentioned that in teacher training is of utmost importance to ascertain the beliefs of students, adults and teachers as

“It is also plausible that the student during their training responds to certain expectations of their teachers and this resulting in the incorporation of content, methods and distinctive beliefs.”

(Piñeyro, 2012:441)
well: they already have a wealth of experience and accumulated knowledge. Additionally, teachers’ beliefs and their relation to teaching practice are clearly explained: beliefs can be a focus of change in the educational process, as they exert their effects on the possessor’s actions and behaviour. Teachers’ beliefs modification or change is also a pillar topic in this dissertation: teachers’ beliefs can be modified by the reflections they make about their own practices. The interactions and exchanges of experience among teachers are other possible causes of modification and change beliefs. Among the wide range of beliefs found, it would be possible to intervene in the training of teachers, with new directions and both didactic and methodological guidelines when dealing with the issue of teaching pronunciation, in order to optimize the process of training itself in this area.

5.3. Theory related

Firstly, De Juanas, Á. & Beltrán, J. (s.f) mention a study about the extent to which the epistemological beliefs of students of pedagogy and sciences of the education change as they progress through their careers, and the extent to which these beliefs are differentiated by gender. 1388 students of Complutense University of Madrid answered the Schommer’s questionnaire of epistemological beliefs. Results show that the beliefs during the first courses tend to be more naive and simple than in the later years of the careers. Results also show gender-laden differences.
5.4. State of the Art related

Fernández, R. & B. Clara, L. (2010), “Education: the influence of belief systems” is an article that presents a historical review of the influence of beliefs systems in education from antiquity to modern times in Chile. Its aim is to establish the importance of it and analyze it according to the most important religious conglomerates in Chile. According to this study, belief systems have developed a leading role in the historical evolution that has taken education in the world and particularly in Chile.

5.5. Methodology and Rationale related

To begin with, Abril, A., Ariza, M., Quesada A. & García, F (2013) argued that teachers’ epistemological and pedagogical beliefs have influence on instruction at school, given that their actual behaviour is linked-up on teachers’ previous experiences and education. The study reveals significant differences between in-service and pre-service teachers and offers useful information for better supporting innovation in science education. One of the pillars of teaching practices is teachers’ beliefs; what they believe and know (what some authors have come to call the practical knowledge of the teacher) is what influences most the type of teaching that they impart. Even more, any professional development

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4Translation provided by the authors of this research.
program for teachers who disregard their beliefs and practices is not likely to succeed. In addition, there are many investigations that indicate connection between the beliefs of teachers and student learning (e.g.: Ford, 1992; Goddard et al, 2004; Ross et al, 2001; Lumpe et al, 2000.)

Briceño, J. & Benaroch, A.’s (2012) paper shows several tables that summarize systematic contexts, information about the teachers participating in interviews, a summary of information about the views and beliefs on Science, information about the views and beliefs about the Learning Sciences, and information about the views and beliefs about Science Teaching.

In Latorre, M. & Blanco, J. (2009), the investigation follows a process in the development of an instrument for data collection; in particular, an inventory of beliefs is showed, explaining in detail the steps of its design, validation and implementation. With this instrument it is intended to bring us to the great universe of beliefs that student teachers at the University of Granada possess on university practical training, before and after the practicum. The concerns about delving into the thought schemes of student teachers about their practical training will enable these student teachers to know their possible impact on the professional preparation better, especially in these times when its role is being rethought in shaping the new curriculum of Teacher Training due to the integration of the Spanish university system in the European Higher Education Area.

Furthermore, Contreras, S. (2008), based on the results of his analysis, concluded that “it is important to explore the teachers’ beliefs in order to begin improving teaching practices.
In other words, it is necessary to determine what and how certain aspects of the teachers’ thinking support or prevent their professional knowledge and development.” (P. 3) The instrument he used was adapted from the Likert scale questionnaire, which was to select the most significant proposals and to modify some of the terminology to make it consistent with the Chilean educational context. The questionnaire was divided into three sections: 1. Professional Dimensions, degree of job satisfaction, and factors that in the opinion of teachers influence their work (Contreras, 2006); 2. 32 propositions about the curricular thinking.

5.6. Methodology and Theory related

In regard to methodology and theory, Hernández, F. Maquilón, J. (2011), in their article The beliefs and conceptions of teaching and learning held by teachers appears a research topic which pointed out a step forward in our understanding of important factors for improving the quality of Education. For over two decades, a number of researchers have achieved results through studies which offer a corpus of solid knowledge about beliefs and conceptions of teaching and learning, which has resulted in establishing new and interesting interpretations of that relationship. In this paper, ideas about beliefs and conceptions held by a group of researches about teaching and learning are presented. The article refers to the dimensions of the beliefs according Schommer-Aikins (ibid), who
presents five dimensions in the independent beliefs together three regarding knowledge and two relating to learning: Beliefs and conceptions. Complementary perspectives.

Secondly, Rodríguez, I. (2008) considered teacher’s beliefs systems as interpretations and explanations of reality that strongly influence behaviour. The analysis of the educational beliefs of university professors regarding their educational role, their teaching process and the learning of the students appears as a field to be explored. In his results some pedagogical beliefs expose discrepancies among what is said and the praxis in the classroom.

When reflecting on the influence of teachers’ beliefs on the use of technology in the classroom, Tirado-Morueta, R. & Aguaded-Gómez, J. (2014), designed an instrument in order to identify beliefs. It was a questionnaire designed ad hoc, subjected to a pilot study and an expert opinion as validation procedures. The questionnaire consisted of 27 questions with Likert response options, with values between 1 and 6, organized into four theoretical categories not empirically validated, but with theoretical basis.

Besides, Usó Viciedo, L. (2014) when reflecting on beliefs, gathered what several authors state about their importance to teaching practice:

- Pajares (1992: 307): reflects upon beliefs teachers hold, perceptions and judgments affect their behavior in the classroom.
- Richardson (1996) emphasizes the tacit beliefs and that can be reflected in pictures, routines, procedures and rhythms in classroom life.
- M. Borg (2001) states that beliefs guide the thinking and behavior of teachers.
The study established models of thinking based on common patterns found in the beliefs of the participating teachers. There are 4 main types:

- **Traditional model**, which bases its teaching in the traditional phonetic correction;
- **Pure communication model**, which prioritizes speech intelligibility and efficiency and rejects almost phonetic correction;

Hybrid models:
- **Communicative correction**, which offers correction if mispronunciation affects intelligibility or if students ask
- **False communication**, which is based on a communicative priori model but ultimately traditional.

### 5.7. Rationale and Methodology and Further Application related

Blázquez f. & Tagle, t. (2010) present a study that reveals the efforts of a Chilean institution to change beliefs about the process of teaching and learning of future English teachers. Its goal was to achieve the significant learning and thus contribute to raising standards of education quality, provided in the Chilean context and seeking to achieve equity in offered opportunities:

"Sandin (2003), indica que el estudio de las ‘creencias’ sería un dominio de investigación, principalmente, asociado al paradigma cualitativo"
From the conclusions, the authors identify some recommendations related to improving the process of initial teacher training.

5.8. Rationale and State of the Art related

The purpose of this study, carried out by Chiner, E (s.f), was to examine students’ personal and professional beliefs about diversity as well as the personal and the professional context, in all its dimensions (cultural diversity, disabilities, educational practices, gender, language, religion, sexual orientation, and socioeconomical status). A significant relationship between personal and professional beliefs was found.

“Es de relevancia describir las creencias de los estudiantes para profesor en relación con el uso de los instrumentos técnicos y los procesos de enseñanza-aprendizaje, pues estas creencias determinan en gran medida las decisiones que estos toman durante su práctica profesional: su modo de enseñar, su modo de evaluar, su relación con los estudiantes entre otros componentes del proceso educativo. La literatura sugiere acontecimientos que modifican las creencias del profesorado. Por ejemplo, el establecimiento educativo en donde un profesor trabaja modifica las creencias que este docente adquirió durante su formación inicial (Lorduy, Lambraño, Garcés, y Bejarano, 2009).” (Villegas, s.f: 944)
5.9. Methodology, Theory and Rationale related

“The Formative Potential of the Practicum: Changes in the Beliefs Held by Future Teachers as Regards Practical Education” is a study, carried out by Latorre, M.J. (2007), that aimed to identify and announce the beliefs on university practical education (practicum) held by the future teachers studying in the University of Granada, both before and after having been immersed in the activities related to this practicum. Likewise, it also tries to check if any kind of change, alteration or new conception did occur in the previous beliefs held by future teachers before dealing with this type of practical education.

Concerning the data collection, authors used a stock of beliefs called Stock of Beliefs on Practical Teaching, which is made up of 98 items showing four alternative answers divided into groups which account for four dimensions: a) conception of the practicum; b) implementation of the practicum; c) effects of the practical period on future teachers' socialization processes and d) relationship theory-practice during this period. The study shows a broad reflection on the need to address the beliefs on practical teaching future teachers possess.

To summarize the information that has been gathered so far resulting from the set theory application, it must be said that this distribution resulted in three main groups depending on the amount of categories that each study comprises. The following are this paper authors’ conclusions:

1 category involved:

- Methodology related
- Studies describe the main research done on this field over recent years.

Studies provide a framework that will guide the present study, based on two main instruments: a) BALLI (Beliefs about Language Learning Inventory); and b) Lightbown & Spada (2006, in Basto, 2013) questionnaire.

- **Rationale related**
  - Studies show differences in beliefs and action perspectives in the future teachers.
  - Studies determine the variables that influence the presence of the beliefs that teachers guided by new learning paradigms have.
  - Studies argue that beliefs can be a focus of change in the educational process.

- **Theory related**
  Study explores educational change through analyzing beliefs changing by gender. **State of the art related.**
  Studies provide a historical review of the influence of beliefs systems in education.

**2 categories involved:**

- **Methodology and Rationale related**
  - The authors of these studies argue that teachers’ epistemological and pedagogical beliefs have influence on instruction at school.
  - Studies present a summary about beliefs and information about teaching.
  - Studies propose an instrument for data collection and an inventory of beliefs, explaining steps of design, validations and implementation.

- **Methodology and Theory related**
The study evidences a significant relationship between personal and professional beliefs.

- **Rationale and State of the art related**
  - Studies established models of thinking based on common patterns found in the beliefs of the participating teachers.
  - Studies gathered several authors’ statements about beliefs’ importance to teaching practice.
  - Studies propose instruments to identify beliefs.

3 categories involved:

- **Rationale, Methodology and Further application related**
  The author identifies some recommendations to improve the process of initial teaching and reveals the efforts of changing the beliefs about this process.

- **Methodology, Theory and Rationale related**
  The study shows a broad reflection about the need to address the beliefs on practical teaching that future teachers have. It also proposes a stock of beliefs about practical teaching divided into four main categories.

  Finally, after having collected and analyzed all this valuable information that will guide the development of this project, it is worth enquiring not only about the existing theory related to beliefs but also about how to carry out the identification of the beliefs about pre-service
language teaching practicum that a sample of the population majoring Modern Languages at PUJ holds.

.............................6. Theoretical framework

When encountering a problematic situation there are two ways for addressing it: one of them is to comprehend the issue by approaching it personally and understanding will arise from a practical perspective; the other way is to approach such a problem from a theoretical stance, so already existing insight drawn on by experts on the matter is a most useful way to gain background knowledge on any subject. Since language is part of our daily lives, issues related to it can be identified in any communicative context. At the same time, the research field of education, and more precisely language education, has developed theoretic construct to approach and understand language related issues, resulting into the appearance of Applied Linguistics (AL) as a well-founded interdisciplinary field that seeks to understand the influence of language in real life problems.

Applied Linguistics has turned into a more elaborate field, named Critical Applied Linguistics (CAL). According to Pennycook (2001, p.10), CAL can be understood as "more than just a critical dimension added on to applied linguistics: It involves a constant skepticism, a constant questioning of the normative assumptions of applied linguistics. It demands a restive problematization of the givens of applied linguistics and presents a way of doing applied linguistics that seeks to connect it to questions of gender, class, sexuality, race, ethnicity, culture, identity, politics, ideology, and discourse. And crucially, it becomes a
dynamic-opening up of new questions that emerge from this conjunction."

This inquisitive nature offers a principal difference between AL and CAL: whereas AL seeks to point out real life problems in which language is a main problematic fact, CAL will attempt and provide an alternative or a solution for the problem encountered. This distinction is most important to frame the scope of the current research on beliefs about pre-service language teachers’ practicum as for seizing beliefs as a theoretical construct, a skeptical look and constant questioning must always direct the way in which researchers understand them.

Having stated the field of research in which this work is supported, it is also worth mentioning which theoretical current and which domain within this field the present research can find a place in: L2 learning and teaching is one of the domains of CAL that is most directly related to and to which this research can ascribe, and given the reflective nature of it, critical pedagogy is the approach to which this research ascribes as well, understood as "an approach to teaching that seeks to examine critically the conditions under which language is used and the social and cultural purposes of its use, rather than transmitting the dominant view of linguistic, cultural and other kinds of information. Both the process of teaching and learning and its study are viewed as inherently evaluative or ideological in character." (Richards, 2002, p. 134)

Providing a clear frame for the theoretical comprehension of the matter of interest of this research renders the definition of its relevant construct much easier to digest for the reader. An overview of the way in which beliefs as a construct have been defined will now be provided.
As human beings, we have the ability to think logically and reason coherently every moment we interact with our environment. However, we are not always aware that this way of thinking is actually a perceivable outcome of the way our minds are programmed, or better said, the things we believe in. Understanding beliefs has been a troublesome issue, not only for it is such an abstract concept, which is hard to be subjected to empirical investigation, but also because far too often the concept has been mistaken for seemingly reliable synonyms.

The most frequent ambiguity is perceived in the indiscriminate use of the concepts beliefs and knowledge as transferrable synonyms, leaving aside the fact that research has long since debated the difference among both and which could be contained in which. In order to start grasping these first distinctions, let us take a look at what the literature says on the matter.

Firstly, it should be noted that Lewis (1990, seen in Pajares, 1992, p. 320) introduced six ways individuals can learn or know: "Believing an authority, deductive logic, the experience of the senses, the emotion of feeling that something is true or right, rational intuition, and personal use of the scientific method."

It could be argued that each individual exploits some of these ways more than others in order to learn or know, but regardless of the preferred means to do so, an underlying factor is that all these ways are strongly linked with the possibility of creating and evaluating judgement. Precisely as stated by Nisbett and Ross (1980) [seen in Pajares, 1992, p. 310] who claim that "generic knowledge is a structure composed of a cognitive component and a belief component which possess elements of evaluation and judgement."
However, subsequent research aimed at establishing a distinction between beliefs and knowledge concluded that "these two concepts are inextricably intertwined, but the potent affective, evaluative and episodic nature of beliefs makes them a filter through which new phenomena are interpreted" (Clandinin and Connelly, 1987 [seen in Pajares, 1992, p. 325]. It should be noted here, that beliefs are allocated a certain amount of importance which will eventually overpower the importance of knowledge on its own, since human beings are more than just rational brains; their inherent affective dimension is inevitably going to interfere, either to enrich or to deter, their cognitive dimension.

In accordance to this statement, Nespor (1987) [seen in Pajares, 1992, p. 309]) asserted "beliefs have stronger affective and evaluative components than knowledge. Additionally, affect typically operates independently of the cognition associated with knowledge." She also concluded that "beliefs are far more influential than knowledge in determining how individuals organise and define tasks and problems and are stronger predictors of behaviour." (Ibid, p. 311.) So far, a dissociative stance between knowledge and belief has been presented, but the idea of what a belief is remains unclear.

Pajares (1992) initial assertion when approaching the construct of beliefs could not be a more discouraging one. He considers that "defining beliefs is at best a game of player's choice." (p. 392) The reason for this lack of consensus is that, as it was said before, beliefs are such an abstract construct that does not lend itself to empirical investigation. They "cannot be directly observed or measured but must be inferred from what people intend, say, and do." (Pajares, 1992, p. 314.) Nonetheless, by pinpointing some key elements of what a belief entails, an approximation towards a well-grounded definition becomes plausible.
There is a commonly shared assumption that "beliefs are the best indicators of the decisions individuals make throughout their lives" (Ibid, p. 307), which means that even if a belief is impossible to be seen, heard or touched, it can be identified by a person's conduct. Social beings as we are, it is only logical to link conduct with social interaction as it can be agreed that the former is directly related to the latter. In fact, Van Fleet (1979) [seen in Pajares, 1992, p. 316] claimed, "Beliefs are created through a process of enculturation and social construct." Enculturation is understood as "the incidental learning process individuals undergo throughout their lives" (ibid). It is achieved by four stages: assimilation, individual observation, participation, and imitation (ibid). These stages have an implicit component: human interaction. In order to achieve the last stage, imitation, interaction must take place between individuals; otherwise, beliefs could never be created, let alone transmitted.

Van Fleet (1979) also stated that cultural transmission has three components, one of which has already been defined (enculturation). The other two are education and schooling. Pajares (1992, p. 316) understands education as "directed and purposeful learning which has as its main task bringing behaviour in line with cultural requirements" and schooling as "the specific process of teaching and learning that takes place outside the home." Cultural transmission is the main way through which members of the same culture pass on beliefs. But regardless of the social factors that reproduce and reinforce them, individual beliefs are bound to change throughout a person's life. In fact, Guskey (1986) [seen in Pajares, 1992, p. 321] concluded that "change in beliefs follows, rather than precedes, change in behaviour." This reinforces the idea that even if beliefs are not tangible, they can be analysed by observing specific traits of a person, such as behaviour.
Peterman (1991) [seen in Pajares, 1992, p. 318] accurately lay out three assumptions for understanding beliefs: the first one is that "beliefs form a schema-like semantic network," which means they create mental connections, and representations of one aspect of reality will be affected by beliefs configuring other aspects. The second assumption is that "contradictory beliefs reside in different domains of that network." (ibid.) This indicates that when lack of coherence between behaviour and what a person says s/he believes in is experienced, it is due to the fact that somewhere in their beliefs system there are not properly welded connections that create ambiguity. The third assumption is that "some beliefs may be "core" and difficult to change." (ibid.) Much like an atom diagram, some beliefs are thought to be "core" and some are thought to be peripheral. Core beliefs will enchain and sustain the network of beliefs that an individual holds, which in turn will develop beliefs systems.

A related important concept—beliefs systems—has emerged, and it is necessary to make halt to deepen into it for gaining a better overview of beliefs-related research.

Pajares (1992, p. 314), on the one hand, understands beliefs systems as composed of beliefs, attitudes, and values that an individual has. On the other hand, Rokeach (1968) [seen in Pajares, 1992, p.318] defined beliefs systems as composed of the entirety of beliefs a person holds. He also claimed "these systems translate into attitudes" (ibid.) It is contradictory to assume attitudes as part of the beliefs system and as an outcome as well. That being said, for the purpose of this research, attitudes will be considered a perceivable evidence of a person's beliefs systems. The reason for this is the authors of this research consider a system of intangible construct should be composed of intangible elements. As attitudes are more perceivable than beliefs, these shall be considered the means by which
beliefs are inferred.

It is also important to mention that "beliefs systems are by their very nature disputable, more inflexible, and less dynamic than knowledge systems" (Rokeach, 1968 [seen in Pajares, 1992, p. 311]) and because of their relation to affective domains of an individual, "beliefs differ in intensity and power. They vary along a central-peripheral dimension; the more central a belief, the more it will resist change." (ibid). Hence, the more it will subdue other beliefs pertaining to an individual's beliefs system.

The idea of central beliefs has to do with a concept coined by Rokeach [(1968) seen in Pajares, 1992, p. 318]: connectedness: "the more a given belief is functionally connected or in communication with other beliefs, the more implications and consequences it has for the other beliefs and, therefore, the more central the belief."

But, if neither beliefs nor beliefs systems are tangible, how can it be known what they really are? Probably the best way to put together a definition of beliefs is by pointing out the features that make them what they are. Let us compare the views of two studies and their conclusions of what beliefs entail.

Rokeach (1968) [seen in Pajares, 1992, p. 314] proposed three components that constitute beliefs: a cognitive component, an affective component, and a behavioural component. In regard to the cognitive component, it affects the way in which knowledge is represented. The affective component accounts for the capability of arousing emotion, and the behavioural component is said to be activated when action is required. This lets us know that beliefs are, in a way, affective-driven knowledge made evident through behaviour.
Nespor (1987) [seen in Pajares, 1992, p. 309], on the other hand, proposed four features inherent to beliefs: existential presumption, alternativity, affective and evaluative loading, and episodic structure. Existential believes are "incontrovertible, personal truths that everyone holds. To question them is to question one's sanity, according to Rokeach (1968) [ibid.] These presumptions are immutable entities that exist beyond individual control of knowledge (Pajares, 1992, p. 309). Moreover, alternativity is "the attempt to create an ideal, or alternative, situation that may differ from reality" (ibid). According to Nespor (1987), "beliefs have stronger affective and evaluative components than knowledge, and affect typically operates independently of the cognition associated with knowledge;" that is what is referred to when talking about affective and evaluative loading. Finally, episodic structure, to Nespor (1987) [seen in Pajares, 1992, p. 309], means that beliefs "draw their power from previous episodes or events that coloured the comprehension of subsequent events."

This is a most relevant pivot for approaching the construct of beliefs in the field of interest of the current research: language education.

To begin exploring this specific thread of research on beliefs, it is important to notice that the objective of this field of inquiry is to provide insight into the relationship between beliefs, and teacher practices, teacher knowledge, and student outcomes (Pajares, 1992, p. 311). This has a clear connection with what was said earlier on, when asserting that beliefs can be inferred through behaviour: teacher practices can be considered a form of behaviour if thought is given to the way in which a person behaves when endowed with the role of a teacher.

Pajares (1992, p. 319) stated that attitudes about a particular educational issue on a
teacher's behalf might very often include beliefs connected to attitudes about the nature of society, the community, race, and even family. Moreover, he claimed that beliefs about teaching include ideas about what it takes to be an effective teacher and how students ought to behave. This is backed up by Lortie's (1975) impressions that during the apprenticeship, observation that takes place for many years students spend at school is the main way through which beliefs about teaching are developed. These are more transcendent for people who decide to pursue a formation to become a teacher than it is for people who only think of educational experience as a past event.

In regard to newly born teachers, or pre-service teachers, there are some beliefs that they as a group maintain and have been perceived in plenty of educational contexts. Pajares (1992: 323) asserts that "most pre-service teachers have an unrealistic optimism and a self-serving bias that account for their believing that the attributes most important for successful teaching are the ones they perceive as their own." In a way, pre-service teachers' beliefs on teaching are teacher-centred. They leave aside many factors that influence the outcome of teaching. It has also been claimed, "pre-service teachers believe that problems faced by classroom teachers will not be faced by them," (ibid.) partly because they think they are up to date formation is beyond the regular classroom problems that have been ever present. Another particular trait of pre-service teachers' beliefs is that they "emphasise and overvalue affective variables and undervalue cognitive or academic variables" (Porter and Freeman, 1986) [ibid.]

All these beliefs about education come from "evaluations of teaching and teachers that individuals make as children, which survive nearly intact into adulthood and become stable
judgments that do not change, even as teacher candidates grow into competent professionals, able, in other contexts, to make more sophisticated and informed judgments" (Pajares, 1992, p. 324).

Research findings suggest a strong relationship between teachers' educational beliefs and their planning, instructional decision, and classroom practices (ibid).

To summarise the information that has been presented concerning beliefs, it has been said that individuals form them early in life and these tend to self-perpetuate. They develop a beliefs system that houses all the beliefs acquired through the process of cultural transmission (Pajares, 1992, p. 325). These systems must possess an adaptive function in helping individuals define and understand the world themselves. Defining and understanding the world is achieved by the "prioritisation of beliefs according to their connections or relationship to other beliefs or other cognitive and affective structures" (ibid.) As they cannot be physically perceived, beliefs must be inferred. Inference must take into account the congruence among individual's belief statements, intentionality to behave in a predisposed manner and the behaviour related to the belief in question. To account for beliefs means to be able to identify them through observation of a person's attitudes, words or intentions. In every field there are beliefs specific to it. When talking about education, for instance, beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan, and make decision regarding such tasks. Finally, as an obvious yet important remark, beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality” (Pajares, 1992, p. 326).
For the purpose of the current research, consensus must be met regarding what will be understood by “beliefs.” After comparing and complementing the definitions provided by several authors, for the purpose of this dissertation beliefs will be understood as affective, experiential and cognitive driven knowledge made evident through behaviour.

Now that the main theoretical concept that guides this dissertation has been explained, let us move on to how beliefs will be gathered from our subjects of study.

................................................................. 7. Methodological framework

In order for the reader to understand the general blueprint of this research, a description about the type of study and the research approach will be offered, followed by an overview of the participants and the instruments that where designed for collecting data. The categorization of these items can be drawn from the questions: “Where from?” “Who?” and “How?”

According to Hernández-Sampieri et al. (2010, p.20), the qualitative approach, sometimes referred to as naturalistic, phenomenological, interpretative or ethnographic research, is a kind of "umbrella" which includes a variety of ideas, visions, and not quantitative research techniques. In the qualitative research instead of starting with a particular theory and then "flip" the empirical world to confirm whether the theory is supported by the facts, the investigator begins by examining the social world and in the process develops a "consistent" theory with which sets out to see what happens. In most
Beliefs about the teaching practicum of pre-service language teachers from the Bachelor of Education at Pontificia Universidad Javeriana of Bogotá

Qualitative studies, hypotheses are not tested, they are generated during the process and will be refined as more data are collected or as a result of the study. Furthermore, qualitative research provides deep data, dispersion, interpretative wealth, contextualization of the environment or surroundings, details and unique experiences. It also provides a "fresh, natural and complete" phenomena view and flexibility.

In addition, to carry out this dissertation and taking into account the aforementioned definitions, it was necessary to resort to two types of studies within qualitative research: exploratory and descriptive. On the first stage, the exploratory research is conducted to develop initial insight and to provide direction for any further research needed (Malhotra 1999, p. 102). An exploratory study is essential when a researcher needs to define the problem more precisely and identify any specific objectives or data requirements to be addressed through additional research. As one of our contexts of study (thoroughly described below) as well as the topic have been unexplored before, this dissertation takes on an exploratory perspective, initially.

Having obtained some primary knowledge of the subject matter by an exploratory study, descriptive research is conducted next. Contrary to an exploratory research, a descriptive study is more rigid, preplanned and structured, and is typically based on a large sample (Churchill & Iacobucci 2004; Malhotra 1999). The purpose of descriptive research is to describe specific characteristics of existing beliefs about the Teaching Practicum at PUJ, that is, it is used to provide data that allows for identifying relationships or associations between two variables and determine the similarities and differences between the beliefs the
participants from the community have, when referring to the Teaching Practicum and its various stages.

The following figure, taken from Malhotra, N. (1999, p.94) will better illustrate the methodology to be used:

![Outline of research design](image)

**Graphic 2: Outline of research design**

After mentioning the types of study this dissertation ascribes to, it is also note-worthy which specific design within qualitative research is most appropriate for meeting this dissertation’s objectives. It is considered ethnography because “it focuses on an entire cultural group. Granted, sometimes this cultural group may be small (a few teachers, a few social workers)” (Cresswell, 2006, p. 68). Such is the case of this dissertation since only a small sample population within the Major of Modern Languages participated in it. However, we bore in mind the three agents involved in the Teaching Practicum (pre-service teachers, pedagogical guides, and cooperative teachers) and in that regard our sample population comprises the entirety of parties of our cultural group.
The most compelling reason for designing this study as ethnographic is that, as a process, “ethnography involves extended observation of the group, most often through participant observation, in which the researcher is immersed in the day-to-day lives of the people and observes and interviews the group participants.” (ibid.) As students, there has been an ongoing observation of our peers in lessons and even outside the classroom. That has granted us participative observation of our fellow pre-service teachers. Moreover, the school context that we use as a sample for this dissertation happens to be the workplace of one of the authors of this work. There was absolute observation and merging with the environment in order to understand it as much as possible.

There has been a brief mentioning of the context of the ethnography and its participants so let us deepen into them now:

7.1. Where from? – The educational contexts:

PUJ has established its agreements for the students to carry out their practicum there, which entails responsibilities from both parties –the university and the schools spread all around the city of Bogotá. For the case of this dissertation, a well-known, private school was the educational context chosen for taking participant observation upon, and our university environment itself was our second major context.

7.2. Who? – The participants:
There are three labels for the agents who intervene in the Practicum process whose beliefs is the focus of interest of this research: pre-service teachers, pedagogical guides, and cooperative teachers.

Pre-service teachers are the students from the Major in Modern Languages who are undertaking (or have already undertaken) the Practicum. Overall, we had 14 pre-service teachers who participated through one or more mechanisms for data collection, 7 of whom took their Teaching Practicum at the private school mentioned above one of the major contexts of analysis.

Moreover, pedagogical guides are professors working at PUJ who are asked to be pre-service teachers’ mentors and, therefore, also take part in the evaluation of pre-service teachers’ doing throughout their Practicum. They are experienced in their field of expertise and besides conducting observations of the pre-service teachers at work, they also check their lesson plans and provide feedback to pre-service teachers. This dissertation counted with the participation of one of the professors who has been a pedagogical guide to pre-service teachers for more than four years. Although time constraints and work related responsibilities did not allow many other pedagogical guides to share their insight, the information gathered from this pedagogical guide completed the sense of ethnography of this paper as she is also directly related with both educational contexts. The same applies to another professor of the Major of Modern Languages who happens to be the Practicum Coordinator and granted us an interview to structure the results analysis.
Finally, Cooperative Teachers, on the other hand, are the teachers who work on a regular basis at the schools. Students from PUJ kindly intrude in their classrooms for a 6-month period to observe and assist them and then for another 6 months to work alongside them as pre-service teachers. This is done with the intention of giving pre-service teachers an experienced model to learn from. Three cooperative teachers from the school chosen and mentioned before took part as a participant of this research. These teachers worked alongside pre-service teachers who participated of this study.

7.3. How? – The instruments for data collection:

For a sample population, it is a broad group given the number of participants that take part in this project (19 overall). In order to logically and assertively draw their beliefs, four instruments were designed and tested before applying them for the real data collection: an initial survey used for the statement of the problem, a focus group discussion, interviews, and an online blog.

The focus group was designed for the pre-service teachers only because it was meant to foster relaxed conversation among the students who were asked a set of questions from which beliefs were extracted. It was designed following the guidelines for creating an optimal focus group and the questions asked (Appendix C) came mainly from the questions that the authors’ of this project posed in the statement of the problem when analyzing results from the survey (Appendix A). According to Elliot and Associates (2005, p. 2), a focus group should be run by two moderators, one who asks the questions and deepens into some of them.
depending on the conversation flow and another one who is recording the conversation. The questions asked should not be more than 12 (which are considered excessive) and they should be divided in 3 sets: one or two questions for breaking the ice (called “engagement questions” by Elliot and Associates [p. 3]) whilst introducing the topic. The core questions of the discussion (also known as “exploration questions” [p. 3]) and a closing question intended for gathering any additional piece of information left out that the participants would want to share about (referred to as “exit questions.” [P 3]) The allocated time for the focus group discussions ranges between 45 and 90 minutes.

Further on, interviews were applied solely to the pedagogical guides and the cooperative teachers. Briefly put, an interview is a mechanism for orally collecting data. Merriam (1998, p.4) states, “an interview allows for the exploration of people’s experiences, worldviews and the meanings they attach to them. Interviews should be conducted, within qualitative research, when the phenomenon approached in a study cannot be directly observed, such as feelings, thoughts, intentions or how people interpret the world around them.” Since it was decided that for the current research beliefs would be extracted from participants’ behaviors (as beliefs is not a perceivable construct), interviews seem to be the ideal way for achieving so. However, an abstract construct such as beliefs would certainly require more than just a simple close-ended set of questions in order to account for someone’s beliefs. This required the design of a semi-structured interview.

Semi-structured interviews are the middle ground between standardized and informal interviews. It means that they are not as loose as informal interviews in which “the questions arise from the natural course of the conversation between the interviewer and the
Beliefs about the teaching practicum of pre-service language teachers from the Bachelor of Education at Pontificia Universidad Javeriana of Bogotá

interviewee,” (Merriam, 1998, p.4) but they are not rigid as standardized interviews are for they are not made up of close-ended questions but rather are “open-ended yet specific in intent, allowing individual responses (…) [they] are reasonably objective, yet they allow for probing, follow-up, and clarification.” (McMillan, 2012, p. 168). The interview format (Appendix D and E) was designed following the guidelines proposed by Boyce and Neale (2006, p.11-12).

Finally, the blog (Appendix F) as a data collecting mechanism was thought of considering the obvious advantage it provides: avoiding the need to meet in person with the participants (due to time constraints) and the possibility of interaction among them, which enriches the discussion. It was created in a platform in which all three agents could participate together as well as independently.

When a blog was decided as a data collecting mechanism, some valuable information was found (in a blog devoted to language teaching, in fact) to justify the usage of this type of a mechanism within a qualitative research. Tolisano (2014) explains how blogging can “facilitate learning in the classroom (…) by supporting four primary areas: reading, writing, reflecting, and sharing.” Even though her blog is focused on classroom learning, her ideas are very compelling and can be extrapolated to this research’s topic, as it is related to learning and teaching matters.

Given that this dissertation is about the Practicum teaching English as a Foreign Language (EFL) and that it is being written in English, the use of English language as the communicating code was maintained throughout the realization of the interviews, focus
group discussion, and the blog entries. In this regard, the first two primary areas that Tolisiano (2014) proposes to combine blogging and pedagogy (reading and writing) can be integrated into the current research. Nevertheless, it is reflecting and sharing what we are more interested in, rather than fostering improvement of English level (without leaving this issue completely aside). Participants were encouraged to resort to Spanish or even “Spanglish” if at any moment they felt more comfortable expressing themselves in their first language.

To access the blog go to the following website:

http://beliefstcpracticum.blogspot.com.co/

Even though some of the participants’ names appear on their comments because the platform seldom required logging in with an existing e-mail account, identity confidentiality was kept in mind at all times in order not to go against any of the ethic codes of research studies.

Now that an important remark has been made, regarding ethical issues that should be kept in mind when conducting a research it is to be noted that during the elaboration of this work, special attention was given to this aspect in order not to violate any ethical principle. These have to do with four main issues: privacy and confidentiality, informed consent, truthfulness, and validity.

The first two are directly related to the participants from whom data is collected. As researchers, we must ensure their right to privacy and confidentiality by not exposing their real identities whilst, at the same time, making them aware that they are being subject
participants in an ongoing research and they should have agreed to this before making part of the participants’ sample (this has to do with the informed consent). The last two issues have to do with the researchers’ doing and the way they treat information. All the information, facts, statements, and findings should be truthful and not altered in any way. Validity, on the other hand, means that the research can actually account for or measure what it was intended. For achieving this, we divided the sample population into groups of the three types of actors (pre-service teachers, pedagogical guides, and cooperative teachers).

Up until now what has been presented is the first stage of the research, which entails the planning and the laying out of theoretical grounds from which the results were analyzed. Let us move onto the execution of the research: what the findings were, what was inferred from them and what could be concluded after this process. The data that was gathered from the participants was laid out in a square chart (Appendix G) that placed the beliefs extracted in such a way that it would be evident from which actor (pre-service teachers, cooperative teachers, or pedagogical guides) they came from and also what kind of belief they were (affective-driven, cognitive-driven, or experience-driven beliefs). Additionally, these beliefs were also classified in emerging categories that arose from the convergence in what all actors shared. These categories are: expectations and responsibilities; teaching styles and strategies; role performance; challenges; and training and formation. The information was analysed in terms of whom it came from, the nature of the belief itself and what emerging category it could be allocated in.
8. Analysis Results

Through the implementation of interviews, a focus group discussion, and a blog, gathering the beliefs of all participants was achieved. Classification of their statements and further inferring of their beliefs was done in accordance to the way in which beliefs as a construct was portrayed in the theoretical framework: affective, cognitive, and experience driven knowledge made evident through behaviour. Moreover, each individual’s role within the Teaching Practicum was borne in mind when selecting and isolating their beliefs in order to be able to understand them as coming from actors of the Teaching Practicum (be it a pre-service teacher, a pedagogical guide or a cooperative teacher) and not as one individual’s opinion.

Given that the information extracted from all the participants has many convergence points, it was possible to group it in the five following categories: expectations and responsibilities; teaching styles and strategies; role performance; challenges; and training and formation. Each category is composed of affective, cognitive, and experience driven knowledge that configures participants’ beliefs. The following information is what pre-service teachers, pedagogical guides, and cooperative teachers believe to be true when it comes to the Teaching Practicum (for more explicit understanding, please refer to Appendix G.)


Accountability of who said what, ergo who believes what is key to the process. For this reason the first step for analyzing the collected data was to separate the three actors that contributed...
to this research and further on, to separate their beliefs according to their nature (affective-laden, cognitive-laden, or experience-laden beliefs). From this first part of the analysis process the following can be reported for each actor:

8.1.1. Student Teachers’ beliefs.

Student Teachers’ affective, cognitive and experience driven beliefs comprise a vast range of topics, including excelled children education, classroom environment, experience as a key factor, school challenging aspects, academic performance vs. international exams, children education formation, teachers as children's mirrors, teacher involvement, the need for independent reflection, school placements and lesson planning.

In regard to children education, even when kids are easier to handle than teenagers, the concern about having a positive or negative impact on children's lives always arises. As one pre-service teacher stated “I’m afraid that I can damage their lives or I don’t know! It’s difficult to contain myself in that sense” (Pre-service teacher, personal communication, August 31, 2015.) (Children not only must be addressed with the appropriate register and awareness of their capabilities, but also must be treated as rational beings. The Teaching Practicum creates awareness of the responsibility of teaching children. It is also a space for discovering one’s preference on teaching target group, as it was pointed out by another pre-service teacher:

“My perception about being a teacher has changed specially with kids… something that I think that I am not going to do is to teach kids, well… that’s what I expect. But I hope I don’t have to do it because is another world, I think we need children
education or something like that to be children teachers, so I think I’m going to focus on adults or something like that.” (Pre-service teacher, personal communication, August 31, 2015)

Secondly, being a teacher comprises connecting with students beyond the academic relationship, thus the influence of teacher's personal traits (personality and attitude) backs up the belief that school placements are not randomly done. In fact, according to most pre-service teachers:

“The criteria that allows certain students to go here and there it’s that the students that have the best grades in English are the ones who have the opportunity to choose. The rest are placed according to the coordinator of the Practicum’s opinion.” (Pre-service teacher, personal communication, August 31, 2015)

Furthermore, facing problems is common, and a teacher overcomes them and learns from them, as another student-teacher said:

“Teachers should be aware that facing problems is as common as breathing. The bright side of facing problems is that we get to learn how to overcome them when they show up again, as we may build up new strategies for our repertoire.” (Pre-service teacher, October 16th, 2015. Third entry: The “being a teacher awareness” retrieved from http://beliefstcpracticum.blogspot.com.co/2015/08/blog-post.html#comment-form)

The best way to foster a healthy classroom environment is to know your students and set an example for them as a role model. Being authoritarian discourages learning but...
it’s a natural response when a teacher lacks useful strategies, according to a student-
teacher’s impression: “I believe that being an authoritarian teacher is mostly due to 
not been prepared and as the question mentions, having few teaching tools.” (Pre-
service teacher, October 16th, 2015. **Second entry: Lesson plan and class objectives.** 
Retrieved from http://beliefstcpracticum.blogspot.com.co/2015/08/blog-
post.html#comment-form)

Thirdly, although reality checks and self-confidence grow hand-in-hand with group 
management and teaching experience, getting used to the school culture depends to a certain 
extent on the Pedagogical Guides’ assistance.

Furthermore, in the fourth place, Student Teachers are knowledge-wise ready, but to 
be ready experience-wise it is advised that they reflect on their process as learners, 
meaning that Teaching Practicum experience is key for embracing new teaching roles. 
Solutions should be found for compensating the difficulties some Student-Teachers’ 
experience accomplishing university demands as well as school demands and their 
Cooperative Teachers’ particular demands, as one pre-service teacher pointed out:

“It is difficult because sometimes I feel like in the middle between the university 
demands and the school expectations. And I don’t know how to please both of them. 
In that sense I haven’t been able to complete my task here in the university because 
at the school there are conditions that don’t allow me to do that.” (Pre-
service teacher, personal communication, August 31, 2015)
In the fifth place, school challenging aspects were taken into account. It is believed that in order to achieve a complete training and formation not only do teachers need to have conviction about their job and desire to be learners at all times and stages of their lives, but also the Teaching Practicum must be a consistent process for the Student Teachers; thus, inconsistency in teaching styles and patterns ought to be avoided during a Student Teachers’ training process. Two main aspects are worth to be mentioned: a) Having several Cooperative Teachers is not as beneficial for the ST as it would be thought; even more, it is a setback to the Student-Teacher as well as overprotection on behalf of the Cooperative Teachers, which deprives Student Teachers of engaging with the class. b) There is an overall discontent regarding school duties: some Student Teachers’ main activities involve paperwork and marking most of the time. As one of them stated: “I was all the time it but it was like paperwork or cutting or whatever and at the end she told me like oh you were just doing paperwork and this stuff” (Pre-service teacher, personal communication, August 31, 2015)

Having in mind that the academic performance is not fully connected to official language exams' results, it was found that there is an overall feeling that there is not enough academic formation regarding teaching children before being placed in schools. It was mentioned by more than one pre-service teacher that more academic background on early childhood psychology is needed.

Moreover, there is a general Student Teachers’ lack of foundations on classroom management discussion and appropriation. It is recommended that the Major in Modern Languages deepen in these areas, which are visibly relevant for the Teaching Practicum. As a suggestion, on the one hand, collaborative learning could provide solutions to a problem
another peer has already experienced and overcome. On the other hand, if the Teaching Practicum were longer Student-teachers would be more prepared teachers.

Another unexpected finding: children's improvement rate is fast-paced compared to older learners; teachers (adults) work as children's mirrors, therefore teachers must get involved with their students' lives to fully know them and create a good relationship with them.

Also, taking into account that it is impossible to be fully ready for being a teacher, one can try to be as prepared as possible by understanding the pedagogical, social, and affective factors that influence learning. To complete this process, Student Teachers should be left to reflect on their doing and learn from their mistakes and well-doings.

Furthermore, even though lesson planning is important and useful for accomplishing set objectives and integrate all language skills, it is better to take a risk and try new things or compensate for unexpected issues and to adapt after reflecting rather than trying to stick to a lesson plan or a strategy that has proven futile. Teachers must get involved as much as possible with their students to cater to their needs and propose interesting lessons for them.

Lastly, school placements are believed to be done according to the following factors: beliefs about teaching, teacher profile, language proficiency, GPA, convenience in school's location. In some cases, Student-teachers get to choose the school they are placed in.

8.1.2. Cooperative Teachers’ beliefs.
Cooperative Teachers’ affective, cognitive and experience driven beliefs also comprise a vast range of topics, some of them shared with the rest of the participants. These topics include: implications of a healthy rapport between students and teachers, modeling and mentoring, Cooperative Teachers’ role, Student Teachers’ role, Cooperative Teachers and Student Teachers’ relationship, the nature of teaching, Student Teachers’ background, the Practicum natural process, Observation sessions, personality and attitude issues, and Student teachers’ accountabilities, among others.

To begin with, the Teaching Practicum is a process that requires involvement, thus a healthy rapport between students and teacher comprises: respect, love, confidence and truth. In the words of a Cooperative teacher: “the more effective relationship is a relationship of respect, cooperation and confidence, trust I would say.” ” (Cooperative teacher, personal communication, October 20th, 2015). Besides this, everyone contributes to shaping the work environment; consequently, Student teachers are expected to be social and approachable for they also contribute to the workplace environment. Cooperative Teachers will do their best to ensure a safe environment for the Student Teachers process.

On another issue, Cooperative Teachers’ agree that principles must be taught through modeling, not theoretically, taking into account that modeling is reassuring for the Cooperative Teachers. Mentoring through modeling is a great strategy for Student-teachers to learn from their Cooperative Teachers. Collaborative learning can be seen in the relationships established between Cooperative Teachers and Student Teachers. As a suggestion, Cooperative Teachers and Student Teachers’ profiles can be matched more
appropriately, according to another Cooperative Teacher. (Cooperative teacher, personal communication, September 15th, 2015).

On the one hand, in regard to the Cooperative Teachers’ role, they are expected to: be blunt with Student Teachers; give them suggestions and propose new things for them to learn; to mentor Student Teachers not only on how to teach but also on how to connect with students; to have a motivational impact on the Student Teachers’ process; let go of control to give space to the Student Teachers (proven not easy for some Cooperative Teachers); take Student Teachers’ suggestions into account and put them into practice right away; provide as much attention as possible to the Student Teachers process.

On the other hand, Student Teachers are expected to: conduct one-on-one teaching with weaker learners; conduct one-on-one teaching with weaker learners; be proactive; make a connection with students after certain time; improve to feel more empowered, confident, professional and realistic Student Teachers by the end of their Teaching Practicum; be endowed with the role of teachers from the beginning of their Teaching Practicum; be social and contribute to their work environment; help Cooperative Teachers reduce their work burden; train to mark and grade work because it's a major part of school life; come with practical skills such as voice projection and group management; be reflective and analytical.

Furthermore, Student Teachers and Cooperative Teachers’ relationship should be based on full support of each other, having in mind that Cooperative Teachers work as mirrors of Student Teachers’ performance and can address their insecurities and anxiety. Furthermore, Cooperative Teachers not only guide Student Teachers in terms of
methodology, lesson planning, material design, but also work as a mirror of Student Teachers and pinpoint their difficulties and improvement areas.

Even more, it is a shared through the fact that a Student Teacher’s regular process is going from shyness, nervousness and lack of confidence to empowerment and experience. It is important to make the Student Teachers reflect on how they felt during the lesson and there must be a balance between positive feedback and constructive criticism. Considering that feedback is key to the Student Teachers’ learning process, negative feedback must be given between positive feedback and suggestions.

Regarding the nature of teaching, it is a matter of rehearsing, planning, memorizing, doing a stand-up comedy, and improvising the whole time. Beyond acknowledging that knowing students' interests helps create motivation in the classroom, and that laying out organized classes is a good strategy, accuracy in contents is more important than language accuracy. It is important to find a balance between language proficiency and pedagogical skill. Fortunately, Students Teachers have good teaching styles and strategies given their solid academic background.

Having in mind that communication is key to the success of the Teaching Practicum, it was suggested several times that before placing students in different classrooms, a screening and matching process should be done to pair appropriate Cooperative Teachers with Students Teachers. This matching supports strong beliefs related to personality and aptitude, which are just as important as eagerness for being a teacher. Given that adjusting to the school culture requires being honest, open, willing and maintaining a happy attitude, one
must find a balance between personality and teaching style. An ideal teacher should be balanced between being a good language model and having proper pedagogical skills. Moreover, teachers must act from a positive stance as healthy attitudes will foster a better experience for all parties, implying that the way a teacher conceives a classroom is purely a matter of attitude.

Finally, there is an overall acknowledgement that Student Teachers and teachers in general have to give learning accountability to schools and parents as well. In addition, crossing boundaries in terms of personal values and misbehavior can be detrimental for the overall of the Teaching Practicum; thus, authority is to be taught under parameters of respect: Teachers must be confident in themselves to project authority.

**8.1.3. Pedagogical Guides’ beliefs.**

Pedagogical Guides’ affective, cognitive and experience driven beliefs also comprise a vast range of topics, some of them shared with the rest of the participants. Among others, these topics include: labor profit, time investment, teaching challenges, legal implications including Student Teachers accountabilities, public and private education,

To begin with, Pedagogical Guides work as mirrors that reflect Student Teachers’ progress and help them cope with their insecurities and anxiety; thus, Pedagogical Guides benefit comes from reflecting upon their doing by observing Student Teachers, in other words, Pedagogical Guides enrich their own doing as teachers by aiding Student Teachers. Nonetheless, the allocated time for spending at school each week could be reconsidered and
prolonged and there could also be room for requiring official certifications of language proficiency before beginning the Teaching Practicum.

As a further matter, whilst the Major in Modern Languages provides a broad spectrum of topics related to teaching, it doesn’t allocate much time for being at schools on a weekly basis. In addition, the time commitment should be more considering that each school's approach to students formation is enriching for the overall of the Teaching Practicum.

In addition, it is widely thought that teaching children is a challenge that entails maturity and greater responsibility than any other target group: teaching children is also helping them discover the world. Consequently, Pedagogical Guides strive for forging receptive Student Teachers who account for the responsibility of teaching children in a healthy environment for them to learn and discover the world. The most challenging things for Student Teachers are material design, classroom management, and articulating theory and practice.

In regard to legal implications, national policies not only determine the ongoing and future dynamics of the Teaching Practicum programs, but also generate a different approach to the Teaching Practicum in different foreign languages (English and French) (Pedagogical guide, personal communication, October 28th, 2015).

In agreement with the rest of the participants, Pedagogical Guides believe that Student Teachers are responsible and must provide accountability of their own Teaching Practicum process and the Practicum Coordinator will only interfere with it if a special situation arises.
Furthermore, there is also concordance in the belief that the main criteria for placing ST's in different schools are: language performance, GPA, and school location.

Taking into account public and private education, public education students are thought to be more invested in their experience. Given that Student Teachers’ preferences are borne in mind when placing them in different schools, STs get the greater impact from the Teaching Practicum as they learn not just about pedagogy by doing it, but also about teamwork, administrative, legal issues and professional environments. STs can gain from this experience recognition on their strong and weak areas, some of which have proven to be material development and lesson planning.

Finally, there are some short statements made by the Pedagogical Guides that are worth to be mentioned to close this analysis, with regard a variety of topics:

- A non-receptive ST is potentially someone who doesn't want to be a teacher.
- The Teaching Practicum is an opportunity to discover oneself.
- The Teaching Practicum coordinator’s role as a mediator is only exerted in serious situations.
- Authoritarism is a way of compensating for weak teaching strategies.
- Eagerness is required for anyone who aims to be a teacher.
8.2. **Horizontal analysis**

After drawing, and classifying the beliefs found among the participants, these were deeper looked into and due to the fact that there were some very recurrent topics, it was possible to create sub-categories that were labeled: expectations and responsibilities; teaching styles and strategies; role performance; challenges; and learning and formation. These are the topics that all actors shared their beliefs about.

8.2.1. **Expectations and responsibilities**

In regard to the expectations and responsibilities that each actor has during the Teaching Practicum, a commonly shared belief is that the Teaching Practicum is the time to question oneself about whether one wants to be a teacher: “Initially it is tough, whether you could choose to continue to go down this path of trying to be a teacher or whether you say “I suck at this.” (Cooperative teacher, personal communication, August 18th, 2015). The Teaching Practicum provides a clear perspective of a teacher's life style and an introduction to professional life. Additionally, expectations are more often confronted than they are met, because there are many things that pre-service teachers are not prepared for but, rather, have to learn during their experience, such as the amount of time teachers spend grading students work or taking an active part in school related duties that happen outside the classroom.
Not necessarily as an outcome of a reality check: the perception about teaching changes as a result of the Practicum experience. Some pre-service teachers will be reassured and some others will be brought to reconsider if education is the path they want to follow for their professional development. In fact, one of the reasons that make pre-service teachers reconsider their career choice is the fact that teaching is an undervalued profession so teachers do not earn much money and that discourages many.

“I think that one big reason to this is the salary. I know 3 people that did their practicum in different schools, and they don’t want to be teacher anymore because of the amount of money that they would earn at the end of the month instead of the effort they made. They considered translation as a future job.” (Pre-service teacher, personal communication, August 31, 2015)

Another unexpected, although more positive, thing that pre-service teachers learn in their Teaching Practicum is that it’s a process from which all parts can benefit (pre-service teachers, cooperative teachers, pedagogical guides, and students) provided everyone lives up their role to the fullest throughout the whole process.

From the point of view of pre-service teachers, they can expect to have support from their Cooperative teacher and Pedagogical Guide to help them integrate to school culture, provide feedback, propose new ideas, to be challenged and to be given teaching opportunities. Moreover, their responsibilities are believed to entail owning up to their experience, demonstrating accountability for it, making their way into work environment and start building up a professional profile from which they can project themselves later on.
From the cooperative teachers’ standpoint, they can expect to work alongside pre-service teachers to reduce their work burden, and to have them do one-on-one teaching with weaker learners. At the same time, cooperative teachers are accountable for making the experience enjoyable for the pre-service teachers while showing them all the aspects involved in being a teacher and working in a school.

Lastly, Pedagogical guides’ expectations are to see more confident and empowered pre-service teachers by the end of the Teaching Practicum. Also, their main responsibility is to coach and assess pre-service teachers in their doing and to motivate them to give their best effort the whole time.

8.2.2. Teaching styles and strategies

Most of the beliefs gathered around strategies for applying inside the classroom came from the Cooperative Teachers and, albeit obvious, some of them might be (for instance, the importance of having all your material ready or lesson planning before every class), they must not be taken for granted for it is the little details that develop a compelling teaching style. It is with practice that this is attained, which is precisely why it is believed that pre-service teachers need to have as much practice as teachers as possible, and be given as much space as possible to perform well and become confident. However, it was noted that they have a hard time articulating theory about teaching with their doing: “one is the practice and another idea or another aspect is the theory. I think that the major problem is to articulate practice with theory.” (Cooperative Teacher, personal communication, October 20th, 2015)
Besides this, the overall of the participants think that lesson planning and practical skills are absolutely necessary to cultivate before the Teaching Practicum.

There were some other interesting pointers based on what teachers believe to be proper teaching strategies: everyone discouraged the figure of an authoritarian teacher and some people acknowledged this attitude is a way of overcompensating for lacking appropriate strategies. In this sense, cultivating useful strategies is key for a teacher’s development process. This is partly achieved thanks to feedback provided by the Cooperative Teachers and Pedagogical Guides. Feedback is not the only way in which pre-service teachers can learn from Cooperative Teachers. On the contrary, modeling has always been said to be a great strategy for making children follow instructions appropriately. It was found that modeling between teachers works just as effectively. This reinforces the idea that collaborative learning can also happen on a higher level, when one teacher is acting as a mentor to another one.

### 8.2.3. Role performance

When considering the role that each actor plays in the Teaching Practicum it is noteworthy that all actors are teachers, with different experience extents of course, and they are all teaching someone. Pre-service teachers are learning how to teach students, while cooperative teachers are teaching them already and mentoring the pre-service teachers, and pedagogical guides are teaching pre-service teachers. This is the normal flow of things but when collaboration is brought into discussion, the learning and teaching goes both ways. It
was stated multiple times that both cooperative teachers and pedagogical guides work as mirrors to students and they show them their strengths and weaknesses, and help them cope with their insecurities and anxieties.

In these dynamics, it was found that the more space pre-service teachers are given to perform their role as teachers, the more empowered they will become. A direct consequence of positioning oneself in the role of the teacher is creating rapport with the students and learning how to read them in terms of their needs and struggles.

Another consequence of embracing the role of being a teacher is the rapport that is created with students. The healthier and steadier it is, the more meaningful the learning will be for the students. Bearing in mind the boundaries of respect, when talking about authority projection, it is believed to be something that comes from self-confidence. A teacher must be self-confident to project this sense of leadership onto the students and this role positioning is attained through recognizing the importance of being a teacher. It is worthy and it is something that matters.

“I think before teaching I don’t know maybe you’re going to think that this is really really personal but for a teacher who is not confident, it’s really difficult to manage this type of practices, porque cuando tú no eres una persona segura de ti misma you’re gonna be in front of a class and you’re gonna feel they’re monsters and they’re gonna eat you alive. And they are going to start pushing the buttons that trigger all your insecurities. So before coming, before doing this you have to be a confident
person, you have to believe you can do it. Because authority is something that you project too.” (Cooperative Teacher, personal communication, October 20th, 2015)

Regarding the specific roles, pre-service teachers’ role performance entails: helping collaborative teachers lower their work burden, integrating to school culture, connecting with the students, learning about professional life, and delivering in terms of teaching. Similarly, Cooperative teachers’ role performance entails: assisting and aiding pre-service teachers, giving feedback, leaving them room to gain confidence and experience, answer their questions and help them integrate to the school culture. Lastly, Pedagogical Guides’ role performance entails: monitoring and assessing pre-service teachers’ process, giving feedback and helping create connections between theory and practice. They also help pre-service teachers cope with their insecurities and anxiety. It was acknowledged by many that teachers, in general, must learn to find a balance between their personality and their teaching role.

8.3.4. Challenges

Among the identified beliefs, there were some findings that represent challenging aspects to the Teaching Practicum that could be subject to improvement, not only both on behalf of PUJ and on the school, but also on other schools because of the subject they deal with: teaching. One of the most recurring thoughts is that the Major of Modern Languages should reinforce its validity by making more emphasis on children education, classroom management and practical skills for teachers. It was expressed by one of the pre-service teachers:
“Well, actually I complain a lot because I don’t feel like the university provide us with all the tools we will need to face, especially kids. I might say that I... I... I feel comfortable teaching to adults but when the time comes to teach kids it’s a different world Also, it is believed that the allocated time for spending on a weekly basis at school is nowhere near enough to give pre-service teachers the bigger picture.”

(Pre-service teacher, personal communication, August 31, 2015)

As for the school, an explicit recommendation is to help pre-service teachers integrate by being endowed with the role of teachers and not be regarded solely as assistants to the cooperative teachers.

“If I consider you as just college students who are very good at making copies, and followed me with my cup of coffee, it would be absolute shame. I also think that the university and teachers should also see the profile of the teacher who’s gonna mentor.” (Cooperative teacher, personal communication, October 20th, 2015)

Also, for the success of teaching dynamics, “all teachers must remember not to take things personally” (Cooperative teacher, personal communication, August 23rd, 2015) which in turn will help them broaden their receptivity when receiving feedback and carrying out suggestions.
Finally, there is a belief that pre-service teachers should only be granted access into schools once they have proven their language competence in the language they are going to teach, shared by the pedagogical guides:

“Students could, should, well… It is advisable, or better, that students take a language exam before going to the Practicum, not just that the one they have approved, like low-advanced English, because it has proved not to be enough in some cases, so that they can take an exam, a language exam, which tells, well, your English level and you can take… now begin your Practicum.” (Pedagogical guide, personal communication, October 28th, 2015)

8.2.5. Training and formation

When establishing this category of analysis, it was decided to understand it as both the outcome of the Teaching Practicum, and the traits teachers possess because of their formation to become one.

Firstly, it is important to report that the majority of pre-service teachers acknowledge their formation in terms of children education and material design is not very thorough. Also, in spite of recognizing themselves as good language models, articulating theory and practice is yet to be improved on their behalf.

Because of these reasons, the Teaching Practicum is a critical moment for any pre-service teacher to realize if teaching is what they really want to pursue in life. The perception
of teaching changes as a consequence of the Teaching Practicum and pre-service teachers agree that teaching children is a matter of paramount responsibility, often unnoticed until one has to deal with such a situation.

In spite of being a big challenge, it is also thought to be a rewarding one, especially when it comes to the rapport created between students and teachers. There is also a rapport between pre-service teachers, cooperative teachers, and pedagogical guides. They are in a way, colleagues and in collaboration they can learn from one another. It takes teaching to a whole new level. Finally, one of the best ways to ensure a good training is to constantly provide feedback. Pre-service teachers need to know where their rights and wrongs are and how to strive to be better with every new teaching opportunity that arises.

.................................9. Conclusions, suggestions, and recommendations

In conclusion, pre-service teachers, cooperative teachers and pedagogical guides (Practicum Coordinator included) agree in many respects, which reveal similar beliefs in regard to the Practicum. It is soothing and motivating to find that most of the educational community who participated in this document has shown positive versus affective, cognitive and experiential aspects related to the Teaching Practicum. These are the common beliefs to the community that we find outstanding, with no intention of rank or give them more importance than the rest of the beliefs found:
The Teaching Practicum: provides a meaningful and clear perspective of a teacher's life style; benefits all participants; is a critical moment for any pre-service teacher to realize if teaching is what they really want to pursue in life.

Teaching Roles: pre-service teacher role performance entails: helping cooperative teachers lower their work burden, integrating to school culture, connecting with the students, learning about professional life, and delivering in terms of teaching. Cooperative teachers’ role performance entails: Assisting and aiding pre-service teachers, giving feedback, leaving them room to gain confidence and experience, answer their questions and help them integrate to the school culture. Pedagogical guides’ role performance entails: monitoring and assessing pre-service teachers’ process, giving feedback and helping create connections between theory and practice. They also help pre-service teachers cope with their insecurities and anxiety. Also, the perception of teaching changes as a consequence of the Teaching Practicum and pre-service teachers agree that teaching children is a matter of paramount responsibility.

Teaching practicum implications: Student Teachers are responsible and must provide accountability of their own Teaching Practicum process and the Practicum Coordinator will only interfere with it if a special situation arises.

School placements: are done according to the following factors: beliefs about teaching, teacher profile, language proficiency, GPA, convenience in school's location. In some cases, Student Teachers get to choose the school they are placed in.

Other recommendations, aimed to the Major itself have to do with the way coursework is articulated. Students claim there is not a proper formation in children education, yet the
Major does include a class named “Psicología evolutiva y del aprendizaje” in which a very thorough revision of the development stages in children is done. What is advised to the Major is that this class in particular is articulated differently in the coursework program. It could either be another subject taught in English so pre-service teachers will remember easily later on, or it could be part of the pedagogical core.

It is also important to point out the congruence in the different parts of this research as the questions that were laid out in the statement of the problem worked as a guiding compass and by the end of the process it can be argued that these questions were addressed and given answers to. They also helped shape the analysis categories that emerged after vertically analyzing the data, which was done by sticking to a well-thought definition of what a belief is.

To potential future researchers interested on deepening into this topic: some areas that were covered in this dissertation that still need better understanding are related to the logistics of the Teaching Practicum, from the schools’ stance and from the university’s stance. There are loose ends that if tied up, could provide pre-service teachers a much more empowering experience which after all, is the purpose of the Teaching Practicum: to empower new teachers and make them realize the importance and responsibility of their job.
References


De Juanas, Á. & Beltrán, J. (s.f). **Epistemological Beliefs of Students of Pedagogy and Sciences of the Education.** Universidad Nacional de Educación a Distancia, Universidad Complutense de Madrid, España.


85
The following survey is for research purposes only and the respondents' identities will be kept confidential, so feel free to answer as candidly as possible. It is intended for students of the Major in Modern Languages who are undertaking their practicum.

1. I feel properly prepared for facing the challenges of being in charge of a classroom.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

2. During my practicum I have encountered an experience that has made me reconsider my desire to be a teacher.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

3. How relevant do you consider the practicum to your professional development?
   a) It's the most important part of my formation as a teacher
   b) It's relevant to my professional development, but there are other more important things
during the degree that enhance my professional development.

c) I don't feel it gives an accurate perspective of what being a teacher for a living is like.

4. Which of the following statements best describes the role you perform when you are at your school as an intern?

a) I see myself as a part of the school staff, meaning that I perform my role as a teacher among other teachers and students.

b) I see myself as a teacher but also feel like I am a student learning analyzing a real life environment.

c) My role as a student and as a pre-service teacher is the predominant role I perform and I am not regarded as an actual teacher by myself or the students.

5. I consider practicum to be an opportunity to improve my L2 skills

_ Strongly agree
_ Agree
_ Disagree
_ Strongly disagree

6. I consider the practicum seminar to be an ideal space for me to reflect upon my
professional formation.

  _ Strongly agree  
  _ Agree  
  _ Disagree  
  _ Strongly disagree

7. How do you feel about being paired with a teacher from the department who assists you as a pedagogical guide?

a) I appreciate my internship process to be tracked by a pedagogical guide because the feedback I receive of my lesson plans and class observations is important to my process.

b) I don’t mind having a pedagogical guide. It’s my own process and I think the most important part to isis what I make of my experience and learn by myself.

c) I would prefer not to have a teacher tracking my progress.

8. Which of these statements best describes your experience working alongside an experienced teacher in the school?

a) My teacher's particular teaching style has influenced me one way or another and I think I will be a teacher with similar traits.

b) As an intern, I am allowed and encouraged to explore my role as a teacher and the
homeroom teacher gives me the chance to be in charge of the class.

c) I am mainly a helper of the homeroom teacher, collaborating in certain activities (such as materials design, evaluation and notebooks marking) that require time that the teacher needs to invest doing other things.

9. How do you feel about the idea of having more opportunities to share your experiences during your internship and learn about your classmates’ experiences?

a) I would like there to be more opportunities for learning from everyone’s stories and to gain insight from my own experiences.

b) I think we share and discuss too much already about our experiences at schools.

Any comments?

..................................................................................................................................................
Thank you for your time!
Beliefs about the teaching practicum of pre-service language teachers from the Bachelor of Education at Pontificia Universidad Javeriana of Bogotá

10.2. Appendix B: Complete State of the Art

<table>
<thead>
<tr>
<th>Nº</th>
<th>YEAR</th>
<th>TITLE</th>
<th>KEY WORDS</th>
<th>MAIN RELATED ASPECTS</th>
<th>RELEVANC</th>
<th>APA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>s.f.</td>
<td>Epistemological Beliefs of Students of Pedagogy and Sciences of the Education</td>
<td>Epistemological beliefs, European Higher Education Area, teacher training.</td>
<td>This article reports a study about the extent to which the epistemological beliefs of students of pedagogy and sciences of the education change as they progress through their careers, and the extent to which these beliefs are differentiated by gender. 1388 students of Complutense University of Madrid answered the Schommer’s questionnaire of epistemological beliefs. Results show that the beliefs during the first courses tend to be more naïve and simple than in the later years of the careers. Results also show differences by gender.</td>
<td>THEORY: BELIEFS AND GENDER</td>
<td>De Juanas, A. &amp; Beltrán, J. (s.f) Epistemological Beliefs of Students of Pedagogy and Sciences of the Education. Universidad Nacional de Educación a Distancia, Universidad Complutense de Madrid., España.</td>
</tr>
<tr>
<td>2</td>
<td>2014</td>
<td>The influence of teachers’ beliefs on the use of technology in the classroom</td>
<td><strong>Methodology</strong></td>
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<td></td>
<td></td>
<td>teachers’ beliefs, ICT, educational technology, teachers, Primary Education, Secondary Education, educational innovation, technology integration.</td>
<td><strong>Instruments and variables</strong></td>
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<td></td>
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<td>To identify beliefs, a questionnaire designed ad hoc was used, subjected to a pilot study and an expert opinion as validation procedures. The questionnaire consisted of 27 questions with Likert response options, with values between 1 and 6, organized into five theoretical categories not empirically validated, but with theoretical basis. Such grades established by reference to the five approaches outlined by Aviram and Richardson (2004), which was assigned coherent statements with each. The labels used for the categorization of beliefs found in the results are divided into 4 groups:</td>
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<td></td>
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<td>- Social reformer Belief.</td>
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<td></td>
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<td>- Opposed to the use of technology belief.</td>
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<td></td>
<td></td>
<td>- Review belief.</td>
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<td></td>
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<td>- Humanist belief.</td>
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<td>3</td>
<td>2013-2014</td>
<td>Explorando las creencias sobre la enseñanza / aprendizaje de la pronunciación en LE</td>
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<td></td>
<td></td>
<td>Beliefs about pronunciation, Pronunciation in foreign language, Teachers’ beliefs, Teaching Spanish as a foreign language,</td>
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<td></td>
<td></td>
<td>When reflecting on beliefs, this article gathers what several authors state about their</td>
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<td></td>
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<td>Importance to teaching practice:</td>
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<td></td>
<td>- Pajares (1992: 307): beliefs teachers hold, perceptions and judgments affect their behavior in the classroom</td>
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<tr>
<td></td>
<td></td>
<td>- Richardson (1996) emphasizes the tacit beliefs and that can be reflected in pictures, routines, procedures and rhythms in classroom life.</td>
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<td></td>
<td></td>
<td>- M. Borg (2001) states that beliefs guide the thinking and behavior of teachers.</td>
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<td></td>
<td></td>
<td>Some methodological aspects show a form of classification of the beliefs:</td>
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</table>

**THEORY**

**METHOD**

**OLOGY**


………..
The study established models of thinking based on common patterns found in the beliefs of the participating teachers. There are 4 main types:

- Traditional model, which bases its teaching in the traditional phonetic correction;
- Pure communication model which prioritizes speech intelligibility and efficiency and rejects almost phonetic correction;

Hybrid models:

Further:
<table>
<thead>
<tr>
<th>Year</th>
<th>Beliefs and knowledge of prospective teachers</th>
<th>Teacher’s beliefs; literary</th>
<th>The results of such analysis show a significant difference in beliefs and action perspectives of the future teachers taking into account if they are prospective teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana</td>
<td></td>
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</tbody>
</table>


RATIONALE Munita, F. (2013). Creencias y...
Teachers (readers and non-readers) around literary education; reading biographies; teacher training; strong or weak readers. Within its framework, the article mentions that the basic idea of research on teacher thinking considers that all didactic performance is conditioned largely by beliefs that teachers have about teaching object and learning process that this implies. The article also defends the accuracy of the intrinsic relationship between teacher beliefs and teaching practice. It refers to Woods (1996), who proposes an explanatory model that identifies three interrelated components: beliefs (beliefs), presuppositions (assumptions) and knowledge (knowledge).

| Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana | saberes de futuros maestros (lectores y no lectores) en torno a la educación literaria. *Ocnos, 9*, 69-87. Recuperado de http://www.revista.uclm. |
Further:
Teacher cognition in language teaching: A review of research on what language teachers think,
| 5 | 2013 | Convergencias de las creencias sobre el aprendizaje de segundas lenguas y el modelo de competición. | Beliefs, Teachers, BALLI, Competition Model, L2, Second Language | It describes the main research developed in beliefs over recent years, which not only contributed to the methodological design of the study, but provided key elements in the analysis of results. Furthermore, it clarifies the picture of the little research that has been done on the beliefs about teaching practicum nowadays and provides a methodological framework that will guide the present study, based on two main instruments: a) BALLI (Beliefs About | METHODOLOGY | Basto, J. (2013) Convergencias de las creencias sobre el aprendizaje de segundas lenguas y el modelo de competición. | know, believe, and do. 
Language Teaching, 36 (2), 81-109. |
|   | 2013 | University teacher’s beliefs about Language Teaching and Learning | Explanatory study to set the variables that contribute to the definition of learning-centered beliefs. (It determines the variables that influence the presence of beliefs about learning-oriented and student-oriented teaching in university teachers.) It shows that the beliefs of teachers guided by new learning paradigms beliefs coexist with traditional ones and the variables (grade level and hours of teacher |  | RATIONALE

Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana
Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana

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<tr>
<th>Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana</th>
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<tr>
<td>Training) contribute to the presence of beliefs centered on learning and student.</td>
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</table>

*University teacher’s beliefs about Language Teaching and Learning.*  
*Magis, Revista Internacional de Investigación y Educación, 6 (13), 49-64.*
<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>1. Estudio sobre las creencias personales y profesionales de los alumnos de psicopedagogía acerca de la diversidad.</th>
<th>Diversity, Multicultural education, Beliefs.</th>
<th>1. Study on the personal and professional beliefs of psychology students about diversity. The purpose of this study was to examine students’ personal and professional beliefs about diversity. The personal and professional context, in all its dimensions (cultural diversity, disabilities, educational practices, gender, language, religion, sexual orientation, and socioeconomical status). A significant relationship between personal and professional beliefs was found.</th>
<th>STATE OF THE ART RATIONALE</th>
<th>Chiner, E (s.f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Creencias de los estudiantes para maestros</td>
<td></td>
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<td>2. Beliefs of students to teachers of mathematics and computing: technical resources in the classroom.</td>
<td></td>
<td>Investigación e Innovación Educativa. Actas del XVI Congreso</td>
<td></td>
</tr>
<tr>
<td>de matemática y computación: recursos técnicos en el aula 40.</td>
<td>“Es de relevancia describir las creencias de los estudiantes para profesor en relación con el uso de los instrumentos técnicos y los procesos de enseñanza-aprendizaje, pues estas creencias determinan en gran medida las decisiones que estos toman durante su práctica profesional: su modo de enseñar, su modo de evaluar, su relación con los estudiantes entre otros componentes del proceso educativo. La literatura sugiere acontecimientos que modifican las creencias del profesorado. Por ejemplo, el establecimiento educativo en donde un profesor trabaja modifica las creencias que este docente adquirió durante su formación</td>
<td>Nacional / II Internacional Modelos de Investigación Educativa. Asociación Interuniversitaria de Investigación Pedagógica (AIDIPE) pp 151-158 Villegas, C (s.f) Creencias de...</td>
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</table>
Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana

| Los estudiantes para maestros de matemática y computación: recursos técnicos en el aula 40. Investigación e Innovación Educativa. Actas del XVI Congreso Nacional / II Internacional |

| Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana | los estudiantes para maestros de matemática y computación: recursos técnicos en el aula 40. Investigación e Innovación Educativa. Actas del XVI Congreso Nacional / II Internacional |
|   | 2013 | Inquiry-Based Learning in Secondary School: in-service and pre-service | Teacher beliefs; Inquiry Based Learning; Teachers’ epistemological and pedagogical beliefs influence on instruction at school; linkage on teachers’ previous experiences and education. The study reveals significant differences between in-service and pre-service instruction. | Abril, A, Ariza, M., Quesada A. & García, F (2013) Inquiry-Based Learning |
| Service teachers’ pre-service teacher training; in-service teacher training. | Pre-service teachers and offers useful information for better supporting innovation in science education. European PRIMAS project questionnaire: PRIMAS aims to effect a change across Europe in the teaching and learning of mathematics and science by supporting teachers to develop inquiry-based learning (IBL) pedagogies. “Mucho se ha escrito sobre las creencias en la práctica del profesorado, su influencia en el proceso de aprendizaje y de su resistencia al cambio (Foss y Kleinsassen, 1996; Wideen y otros, 1998; Alger, 2009; Kennedy, 1991; Pajares, 1992; Richardson, 1997; Tanase y Wang, 2010; Roychoudhury y Rice, 2012). Uno de los pilares de las prácticas docentes son las... | Learning in Secondary School: in-service and pre-service teachers’ believes. Revista Eureka sobre Enseñanza y Divulgación de las Ciencias 11(1), 22-33 |
creencias del profesorado; lo que el profesorado crea y conozca (lo que algunos autores han venido a llamar el conocimiento práctico del profesor) es lo que más influye en el tipo de docencia que imparta (Duffee y Aikenhead, 1992). Según Guskey (2002), cualquier programa de desarrollo profesional para el profesorado que no tenga en cuenta sus creencias y sus prácticas es muy probable que no tenga éxito. Además, existen múltiples trabajos que indican que existe conexión entre las creencias del profesorado y el aprendizaje de los estudiantes (Ford, 1992; Goddard y otros, 2004; Ross y otros, 2001; Lumpe y otros, 2000)” (pp. 23-24)
<table>
<thead>
<tr>
<th>9</th>
<th>2012</th>
<th>Epistemological beliefs in academia. The discourse of learning sciences students and how it relates to the methods for the fixation of beliefs.</th>
<th>“It is also plausible that the student during their training responds to certain expectations of their teachers and this resulting in the incorporation of content, methods and distinctive beliefs.” (p. 441)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Epistemological beliefs - methods for the fixation of belief</td>
<td>“Speaking of epistemological beliefs regarding college students we are placing this proposal directly in the line of research whose central questions arise from contextualize certain types of cognitive skills in formal education (Baquero, 2001, 2002, 2006; Cazden, 1991; Cole, 1993; Riviere, 1988; Rogoff, 1997; Wertsch, 1993; Vygotsky, 1988); Castorina and Baquero, 2005)” (p. 442)</td>
</tr>
<tr>
<td>Year</td>
<td>Yearly</td>
<td>Title</td>
<td>Description</td>
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<tr>
<td>2012</td>
<td></td>
<td>Conceptions and believes in science, learning and teaching of university teachers</td>
<td>The paper shows several tables that summarize:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conceptions, Beliefs, Science, Didactics, University Teacher.</td>
<td>Table 1. Systematic contexts</td>
</tr>
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<td>Table 2. Teachers participating in interviews</td>
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<td></td>
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<td>Table 3. Summary of information about the views and beliefs on Science</td>
</tr>
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<td>Table 4. Summary of information about the views and beliefs about the Learning Sciences.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Table 5. Summary of information about the views and beliefs about Science Teaching</td>
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</table>

**Quote:**
“El valor de las investigaciones sobre concepciones y creencias del profesorado reside en que contribuyen a comprender mejor la manera en que se desarrollan las prácticas de enseñanza (Doménech, Traver, Moliner y Sales, 2006; Martín del Pozo, Porlán, y Rivero, 2005) y, en la formación del profesorado, ayudan a diseñar actividades formativas fundamentadas en lo que piensa, siente y hace el profesor (Copello y Sanmartí, 2001; Gunstone y Nortehfield, 1994; Sanmartí, 2001).” (p 25)
| Complementary perspectives. | conception of learning. | The beliefs and conceptions of teaching and learning held by teachers is a research topic which could mean a step forward in our understanding of important factors for improving the quality of Education. For over two decades, a number of researchers have achieved results through studies which offer a corpus of solid knowledge about beliefs and conceptions of teaching and learning which has resulted in establishing new and interesting interpretations of that relationship. In this paper, we present the ideas about beliefs and conceptions held by a group of researchers about teaching and learning. | creencias y las concepciones. Perspectivas complementarias. *REIFOP* (Revista Electrónica Interuniversitaria de Formación del Profesorado), 14 (1), 165-175. (Enlace web: http://www.auf
The article refers to the dimensions of the beliefs according Schommer-Aikins (2004), who presents five dimensions in the independent beliefs together three regarding knowledge and two relating to learning:

Table 1.

<table>
<thead>
<tr>
<th>Credencias</th>
<th>No sofisticado</th>
<th>Sofisticado</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estabilidad del conocimiento</td>
<td>Científico</td>
<td>Tentativo</td>
</tr>
<tr>
<td>Estructura del conocimiento</td>
<td>Detallado, poco conectado</td>
<td>Conectar conceptos</td>
</tr>
<tr>
<td>Fuente del conocimiento</td>
<td>Directo desde la autoridad</td>
<td>Directo de la razón</td>
</tr>
<tr>
<td>Velocidad del aprendizaje</td>
<td>Rápida o no</td>
<td>Gradual</td>
</tr>
<tr>
<td>Habilidad para aprender</td>
<td>Habilidad innata</td>
<td>Improbable</td>
</tr>
</tbody>
</table>

Table 1. Dimensiones sobre las creencias según Schommer-Aikins.

<p>| 12 | Three Challenges for Research and English Teacher Education: A reflexivity on literacy, practices, reflexivity, teacher beliefs, Doctoral dissertation about the evolution of the literacy beliefs and practices. Inspired by the idea of reflexivity as a social reflection process that leads to rethinking educational practices. One of this article challenges: “(...) (c) we need | RATIONALE | Mora, R. (Enero - Junio de 2011) Tres retos para la investigación |
| Literacy Beliefs and Practices. | to rethink the characteristics of teachers education in regards to issues of literacy and second language in the social, political, and technological contexts of the new millennium.”(p.1). “El Análisis de Creencias y Prácticas en Literacidad en Inglés: El Proyecto de Investigación: (a) ¿Cómo han cambiado las creencias y prácticas en literacidad de un grupo de instructores y egresados de un programa de formación de docentes de inglés en los últimos 15 años? (b) ¿Cómo han cambiado los mensajes acerca de las creencias y prácticas en literacidad en el contexto de un programa de formación de docentes de inglés en los últimos 15 años?”(p.7) | y formación de docentes en inglés: reflexividad sobre las creencias y prácticas en literacidad. Revista de Educación y Tecnología. Universidad Pontificia Bolivariana. 5(10). |
| 13 | 2010 | Educación: la influencia de los sistemas de creencias | Beliefs, religion, freemasonry, education, Catholic Church, Evangelical Church. | This article presents an historical review of the influence of belief systems in education from antiquity to modern times in Chile. Its aim is to establish the importance of it and analyze it according to the most important religious conglomerates in Chile. According to this study, belief systems have developed a leading role in the historical evolution that has taken education in the world and particularly in Chile. | STATE OF THE ART | Fernández, R. &amp;B. Clara, L. (2010) Educación: la influencia de los sistemas de creencias. Nómadas. Revista Crítica de Ciencias | Medellín – Colombia. ISSN: 1909-2814 |</p>
<table>
<thead>
<tr>
<th>14</th>
<th>2010</th>
<th>Formación docente: un estudio de las creencias de alumnos y profesores sobre el proceso de enseñanza y aprendizaje del inglés.</th>
</tr>
</thead>
</table>

This study reveals the efforts of a Chilean institution by changing beliefs about the process of teaching and learning of future teachers of English in order to achieve this significant learning and thus contribute to raising standards of quality of education provided in the Chilean context and achieve equity in the opportunities offered.

QUOTE:

“Sandín (2003), indica que el estudio de las ‘creencias’ sería un dominio de investigación, principalmente, asociado al paradigma RATIONALE

METHODOLOGY

FURHTER APPLICATION

SUGGESTIONS

BLÁZQUEZ F. & TAGLE, T. (Diciembre 2010) Formación docente: un estudio de las creencias de alumnos y profesores sobre el proceso de
In this article, three thematic areas of current research in foreign language teaching converge:

- Teachers’ beliefs
- Teacher training
- Pronunciation teaching in Spanish as a foreign language.

From the conclusions the authors identify some recommendations related to improving the process of initial teacher training.

**Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana**
| Training, teachers’ beliefs, Spanish as a foreign language | THE IMPORTANCE OF THE BELIEFS OF TEACHERS IN THE PROCESS OF FORMATION: In teacher training is of utmost importance to ascertain the beliefs of students, adults and teachers as well: they already have a wealth of experience and accumulated knowledge. **TEACHERS’ BELIEFS AND THEIR RELATION TO TEACHING PRACTICE:** Beliefs can be a focus of change in the educational process, as they exert their effects on the possessor’s actions and behavior. **TEACHERS’ BELIEFS MODIFICATION OR CHANGE:** Teachers’ beliefs can be modified by the reflections they make about their own | sobre la pronunciación del español. **MarcoELE.** *Revista de didáctica.* ELE, 8, 1-32 ISSN: 1885-2211 ................. Further: **PAJARES, M.F.** (1992): “Teachers’
practices. The interactions and exchanges of experience among teachers are other possible causes of modification and change beliefs.

Conclusion: From the wide range of beliefs found, it would be possible to intervene in the training of teachers, with new directions and both didactic and methodological guidelines when dealing with the issue of teaching pronunciation, in order to optimize the process itself training in this area.


PAJARES, M.F. (1993): “Pre-service Teacher’s Beliefs: A
| 16 | 2009 | La investigación sobre creencias docentes a través del método de encuesta | Teachers’ beliefs, university practical training, student teachers, “Summary In this paper, the process followed in the development of an instrument for data collection, in particular, an inventory of beliefs is showed, explaining in detail the steps of its design, validation and implementation. With this instrument it is intended to bring us to the great universe of beliefs that student teachers at | Focus for Teacher Education”, Action in Teacher Education, 15 (2): 45-54. | Latorre, M. & Blanco, J.(2009) La investigación sobre creencias docentes a través del método de encuesta. XXI, Revista de |
Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana

The concerns about delving into the thought schemes of student teachers about their practical training will enable to know their possible impact on the professional preparation better, especially in these times when its role is being rethought in shaping the new curriculum of Teacher Training due to the integration of the Spanish university system in the European Higher Education Area.”

Check Appendix: Instrument

Educación, 11, 155-168. ISSN: 1575 - 0345. Universidad de Huelva.
<p>| 18 | 2008 | What Instructors think about their Lectures: Study on Curricular Beliefs and on Curricular Action Beliefs | Curricular beliefs, curricular action beliefs, professional knowledge, professional | Quote: “Based on the results of this analysis, it is important to explore the teachers’ beliefs in order to begin improving teaching practices. In other words, it is necessary to determine what and how certain aspects of the teachers’ thinking support or prevent their professional knowledge and development.” (P. 3) | RATIONALE | Contreras, S. (2008) Qué Piensan los Profesores sobre sus Clases: Estudio sobre las Creencias Curriculares y |</p>
<table>
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<th>development</th>
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<td>He adapted a Likert scale questionnaire used at the time by Aznar Martínez et al. (2001, 2002), which was to select the most significant proposals and to modify some of the terminology to make it consistent with the Chilean educational context.</td>
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<td>The questionnaire was divided into three sections:</td>
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<td>1. Professional Dimensions, degree of job satisfaction and factors which in the opinion of teachers influence their work (Contreras, 2006).</td>
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2. 32 propositions about the curricular thinking. Answers: "strongly agreement (5) "," agree (4) "," undecided (3) "," disagree (2) "and" strongly disagree "(1).

3. 29 proposals related to teaching activities in the same block curricular categories of thought, whose possible responses were "always (5)", "frequently (4)", "sometimes (3)", "almost never (2) "," never ",(1).

For the development of the questionnaire a category system explained in the following table is used:
The Formative Potential of the Practicum: Changes in the Beliefs Held by Future Teachers as Regards Practical Education

The aim of this study is to identify and announce the beliefs on university practical education (prácticum) held by the future teachers studying in the University of Granada, both before and after having been immersed in the activities related to this prácticum. Likewise, it also tries to check if any kind of change, alteration or new conception did occur in the previous beliefs held by future teachers before dealing with this type of practical education.

OBJECTIVES

The study was conducted by Latorre, M.J. (Mayo-agosto 2007) and focuses on the formative potential of the prácticum (practical education) for future teachers. The study aims to identify and announce the beliefs held by future teachers before and after participating in the prácticum activities. It also attempts to determine if any changes, alterations, or new conceptions emerged in their previous beliefs on practical education.

THEORY

The study is based on a didactic-constructivist approach, which emphasizes the active construction of knowledge by the learner. It is expected that the prácticum activities would facilitate this process by providing practical experiences that allow future teachers to develop their teaching skills.

METHOD

The study adopted a mixed-methods approach, combining qualitative and quantitative data collection techniques. Qualitative data were collected through individual interviews, while quantitative data were gathered through pre- and post-prácticum questionnaires. These questionnaires asked participants to rate their beliefs on various aspects of practical education on a Likert scale.

DATA COLLECTION

The data was collected from future teachers studying in the Universitat de Granada. The participants were divided into two groups: one group participated in the prácticum activities before the study, while the other group participated after the study.

RATIONALE

The study aimed to explore the impact of the prácticum activities on the beliefs of future teachers. It sought to understand how the prácticum activities influenced their thoughts and perspectives on practical education. The results of the study would provide insights into the potential formative effects of the prácticum on the development of future teachers' beliefs.

Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana
Concerning the collecting of data, authors used a stock of beliefs called Stock of Beliefs on Practical Teaching, which is made up of 98 items showing four alternative answers divided into groups as regards four dimensions: a) conception of the practicum; b) implementation of the prácticas; c) effects of the practical period on future teachers' socialization processes and d) relationship theory-practice during this period.

The study shows a broad reflection on the need to address the beliefs on practical teaching future teachers possess.
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Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana

| 5(2), 1-6. |
| ISSN 1575-0965 |
| Recuperado de |
Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana
10.3. Appendix C: Focus Group questions

The following questions are the questions asked to the pre-service teachers that took part in the focus group discussion:

1. What is the first word that comes to your mind when you hear the word “practicum”?
2. How are you guys doing in your Practicum?
3. Which criteria do you think are taken into account when placing students as pre-service teachers in the different schools our university has established agreements with?
4. Do you feel your formation up until now is solid enough to prepare you for the first day of your practicum?
5. Think about your cooperative teacher. Share some do’s and dont’ss about his/her role as a teacher.
6. Think about your relationship with your pedagogical guide. How is it working for you? (Please understand this relationship beyond an emotional conception of relationships.)
7. How have you managed to integrate to the school community and how do you think the other teachers and the students see you now?
8. After your experience as a pre-service teacher, has your desire to be a teacher been reassured? Or, on the contrary, are you reconsidering if education is the path you want to follow as your professional career?
9. Is there anything else you want to share that we have not yet discussed?
CONSENT OF AGREEMENT

We want to thank you for taking the time to meet with me/us today. Our names are Claudia Peña and Andrés Ariza and we would like to talk to you about your experiences participating in the practicum of the Major in Modern Languages at Pontificia Universidad Javeriana. Specifically, we are interested in gathering and analysing the beliefs that emerge about TEFL (teaching English as a foreign language) from the interns as well as the teachers and professors that accompany and assist their process.

The interview should take less than an hour. I/we will be taping the session, as we don't want to miss any of your comments. I will be taking some notes during the session about things that I find relevant in what you have to share in order to deepen into them. Because we are on tape, please be sure to speak up so that we don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I/we have just explained?
Are you willing to participate in this interview?
INTERVIEW

The interview will begin with some questions about the interviewee’s background related to education (formation and practice) and when talking about their current job address the following questions:

1. Please describe briefly what your experience assisting a pre-service teacher has been like.

What are your duties and responsibilities regarding him/her?

- Given the answer to the previous question one of the following situations will be proposed:

Think of the following situation:

a) The intern is a very active learner and teacher. S/he proposes a lot of ideas for class activities and strategies to implement. However, most of the ideas s/he offers cannot be undertaken because of time constraints or the school lesson plan. How can you motivate the intern to keep proposing stuff more viable for the school context?
b) The intern is very passive in his role. S/he barely does what she is expected to do but doesn't contribute with innovative ideas. How would you feel about having a "burden" like this in your job? How would you contribute to change this attitude in the intern?

2. Reflect on your first years being a teacher, what were the challenges you had to face and how are these similar to the challenges your pre-service teacher faces?

3. How is the relationship with the pre-service teacher(s) you are working with? What are the expectations you both have of each other and what attitudes keep this relationship balanced?

4. In your opinion, what are the most important things a pre-service teacher should learn during his/her Practicum experience?

5. What are some important points to keep in mind for adjusting to the [school] context?

c) Imagine the pre-service teacher is teaching the class but the students get out of control. What would your reaction to this situation be? Would you interfere and tell off the students or would you let the pre-service teacher find a way to be in control of the situation?

6. What qualities do you see in the pre-service teacher you are working with that help him/her integrate?
7. In your opinion, does the intern respond positively when in charge of a classroom? What are the strategies implemented that he/she has taken from you?

8. Do you think the interns are well prepared for facing the Practicum experience? What is the knowledge they should come with and what can only be learnt through practice?

9. Think of the following situation: There are some teachers who are very proficient in the language they are teaching but pedagogically aren't too great. On the other hand there are other teachers who aren't great language models but make up for it in the classroom because pedagogically they are very skilled. Which one of these scenarios do you think is most favourable for the [school] context when seeking for new teachers?

Is there anything more you would like to add?

..........................10.5. Appendix E: Pedagogical Guide’s interview format

CONSENT OF AGREEMENT

We want to thank you for taking the time to meet with me/us today. Our names are Claudia Peña and Andrés Ariza and we would like to talk to you about your experiences participating in the practicum of the Major in Modern Languages at Pontificia Universidad Javeriana. Specifically, we are interested in gathering and analysing the beliefs that emerge about TEFL (teaching English as a foreign language) from the interns as well as the teachers and professors that accompany and assist their process.

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The interview should take less than an hour. I/we will be taping the session, as we don't want to miss any of your comments. I will be taking some notes during the session about things that I find relevant in what you have to share in order to deepen into them. Because we are on tape, please be sure to speak up so that we don't miss your comments.

All responses will be kept confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent. Remember, you don't have to talk about anything you don't want to and you may end the interview at any time.

Are there any questions about what I/we have just explained?

Are you willing to participate in this interview?

__________________  __________________  ___________
Interviewee          Witness                Date
The interview will begin with some questions about the interviewee’s background related to education (formation and practice) and when talking about their current job address the following questions:

1. Please describe briefly what your experience assisting a pre-service teacher has been like.
   What are your duties and responsibilities regarding him/her?
   - Given the answer to the previous question one of the following situations will be proposed:

   Think of the following situation:

   a') The student is very active, shares a lot of his/her lesson plans with you and is constantly looking for feedback and advice. How do you encourage this attitude or how do you channel it towards successful results at the school?
   b') The student is very passive and does not share easily his experiences at school, nor comes for advice or questions regarding his/her teaching role. How can you get to know more about the student's experience or how would you challenge him/her to be more proactive?

2. Reflect on your first years being a teacher, what were the challenges you had to face and how are these similar to the challenges your pre-service teacher faces?

3. How is the relationship with the pre-service teacher(s) you are working with? What are the expectations you both have of each other and what attitudes keep this relationship balanced?
4. In your opinion, what are the most important things a pre-service teacher should learn during his/her Practicum experience?

5. What are some important points to keep in mind for adjusting to the [school] context?

6. What qualities do you see in the pre-service teacher you are working with that help him/her integrate?

d) If you have known the pre-service teacher as a student, what traits can you connect from his/her learner role to the role s/he is performing as a teacher?

7'. In your opinion, does the student understand the importance of the practicum? Is s/he living the experience to the fullest? What are some key motivators that s/he has taken from you?

8. Do you think the interns are well prepared for facing the Practicum experience? What is the knowledge they should come with and what can only be learnt through practice?

9. Think of the following situation: There are some teachers who are very proficient in the language they are teaching but pedagogically aren't too great. On the other hand there are other teachers who aren't great language models but make up for it in the classroom because pedagogically they are very skilled. Which one of these scenarios do you think is most favourable for the [school] context when seeking for new teachers?

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Is there anything more you would like to add?

..................................................................................................10.6. Appendix F: Blog interactions

The following are pictures taken directly from the online blog. This appendix contains not only this images but also the interaction comments divided in participants where the beliefs were extracted from.

1. Instructions
2. Interaction question 1

Comments:

P1: Authoritarian teachers want their students do only their way because they don't have effective strategies to manage students when they are out of control. As a tip for this kind of teachers, I
would say that they should start by implementing semi-controlled activities in which they can start to control part of the activities of the lesson and in that way they can get a chance to understand the way their students respond to these kind of activities. It's not an easy job, however, because teachers have to change their mind about what authority means and how it is exerted in class. For pre-service teachers, whose students are already out of control, try the following strategies:

- Don't get stressed (it's want they want)
- Don't speed things up
- Don't talk louder
- Don't show them you are frustrated
- Don't yell and
- Don't show your anger.
- Slow down
- Speak softly and slowly
- Decide that you won't talk over your students until they are attentive
- Take your time
- Show them a peaceful disposition and
- Tell them all their positive things they have.
- It's not an easy job, but it will work.

P2: For the first situation, I believe the most important thing is to create a "connection" between the students and the teacher. When you get to know someone, you can create or implement a useful strategy for the context. Without a relationship (knowing each other) being authoritarian is the only option because sometimes we (human beings) believe that discipline is being completely quite and still. My tip, get to know your students, try different types of strategies and keep in mind they can change, so, as they change so the strategies.

For the pre-service teacher, your behaviour and attitude is the best example a group can have. My idea for this group is to be kind but also "hard" with them. Let them express themselves but not do what they want. Let them move their bodies according to your instruction of plan. Give them the chance to be a bit "crazy" but make sure they understand that they will have what they want if they work seriously.
P3: 1st: I agree with Estefanía because the connection teacher-student is extremely important not only for the student but the environment in the class will be different. You can start making this link being on time to your class in order to talk to the students or just ask some questions like “How’s your day going?” or if you see a student with headphones you can ask “Hey! What’s your favorite kind of music?” On this way the teacher could build a great relationship and actually, it might result excellent for beginners. Once you reach this connection not only your students will be more confident and flexible at participation time, but also they will express freely your ideas creating critical thinking or even developing independency through their thoughts.

2nd: I have never had a group like that but if I would have it, I probably will show myself as a strict teacher until they just be calmed. After that, I can be more flexible with them and I can start my class in completely order.

P4: For a teacher without many tools to promote discipline, the first thing would be to get involved and as the other comments have already said, know your students. In order to begin implementing strategies like rules, rituals, praises and consequences the least we, as teachers, can do is to start knowing our students and adapt those strategies to suit the group’s mood.

As for the second situation, first I believe a pre-service teacher should never face a class alone without a previous presentation or recommendation from the in-service teacher. Second, the pre-service teacher must make clear to the students that the same rules applies as with the in-service teacher so they know that they will be attending a regular class.

P5: 1st situation:

On one hand, I would say that having an authoritarian attitude towards teaching is a way of hiding fears and lack of experience. In addition to that, language teachers may not forget they are not
'just' language teachers: they are educators. It means it is on their hands the role of shaping students so that they become in citizens.

In terms of strategies to solve this situation, the first thing that pops up in my head is the importance of engaging not only with their profession but also with their students. It means that when teachers get to know deeply their students, that's when things start to work out better due to the fact educators know their likes, dislikes, fears (in general, but also in terms of language learning), dreams, etc. So, with this great deal of information, teachers plan better their classes, which makes students to engage quickly with the activities and, also with the teacher. By doing so, authoritarian speech will be pointless, as students will be focused on their learning process (at least, that would occur most of the time!).

P6: Concerning the first situation, I believe that having clear which are the consequences following this path is the first step. Being an authoritarian teacher gives no room for letting students get involved in decision making. Also, this teacher profile hardly praises or encourages his/her students. In consequence, he or she gives no indication that he/she cares for his/her students. In this manner, students are likely to feel powerless, sometimes intimidated or stressed, and finally the learning process and the enjoyable learning atmosphere is prone to fail. I believe that being an authoritarian teacher is mostly due to not been prepared and as the question mentions, having few teaching tools. Thus, how could we solve this teacher's problem? In brief, I believe that we need to 1. Prepare and 2. Develop and maintain a "good" teacher-student relationship. How could we prepare? Working the Big Five. How could we develop and maintain a "good" or more appropriately, an effective T-S relationship? Talking with the students outside the classroom, giving personal feedback, showing interest in their learning process by letting them participate in the decision making that takes place in the classroom and finally, encouraging and praising them.
Regarding the second situation, I believe that we pre-service teachers (or at least me) during our practicum tend to try remembering what did we discuss in class or read about how to solve the determinate situation that we're facing and we forget about our life experience and our natural instinct on how to solve the problem. I believe that we must not forget to constantly reflect about what we read and find out so we can elaborate strategies that we may use in the classroom. But most importantly, we must always try to expose ourselves to real life situations in order to apply those strategies and really learn from them, specially while working in our "training" as teachers.

P6: 1. There is no way to be independent and innovative when authority is present. The idea to be independent and innovative requires creating new things and new ideas for the classroom context but when the authority appears this cannot take place.

P7: In this image it is evident, that maybe the teacher is too flexible in the classroom. If this happens, students will get out of control. Authority needs to be present in the classroom but dialogue can be used as a matter of consensus between the student and the teacher in order to have the control of the class at some point.

3. Interaction question 2
Comments:

P1: ANYTHING can happen in a classroom. Planning randomly only drives to insanity, why do I say that? Because if me as a teacher, don't pay attention in what I am supposed to do, my class will end out of control, following a book or repeating. I believe that if we have a good lesson plan the hard part of the work is done, which is..to be confident.

Now, about the plan a, b, c. We should have other options of activities to adapt if something goes wrong, another video, other examples, other exercises, songs, materials, etc. I'm a preschool teacher and in preschool nothing goes as planned (and when that happens I get very uncomfortabe) and that's why I have many other activities which I can use to replace the one that failed. It's not to change your

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whole lesson plan is to have some other ideas. Some of them are so simple you don't have to plan or explain.

P2: 1st: Maybe the oral production part because if they could not develop this in class, the lesson would be incomplete. All the competences must be united in one lesson, at least to me.  
2nd: Everything is absolutely wrong because you must have many activities to catch the attention of your students and a video beam is not a good idea, it is boring and at the end of the day your students will repeat the lesson but they won’t learn anything. You need to wake up their ideas, and need to be creative in the way you manage your class.

P3: I agree with Estefanía that planning is very important. I also would like to add that when it comes to lesson planning objectives are one of the most important aspects. Even though we as teachers come up with really good ideas for activities in the classroom, the lack of clear and well established objectives will lead the classes nowhere.

Regarding the second situation, my practicum taught me never to rely on technology only. It is true that the use of ICTs in the L2 classroom is a must in the current era because of all the benefits of teaching and learning a second language; however it does not always work as we expect. Therefore, my plan B always seeks to replace the phase of technology in order to fulfill the requirements of the lesson planned.

P4: 1st. Planning a lesson should not be done randomly, but in my opinion it also should not be so rigid. A lesson plan is a guide a road map that can be followed but a teacher should also be able to deviate from it.

When I started my practicum I also got swallowed by a rigid lesson plan and at some points of the classes I had to no idea what to do. In the end I improvised sometimes, but what I learnt from the in-service teacher i helped was that the activities inside your lesson plan should be first enough for a full
class and second, they should be 'swappable' which means that any of them could be a warm up or a wrap up. In that manner, as for the second image we cannot rely on technology on a 100% we should always have a plan c or d in the case that everything fails.

P5: 1st. Guidelines are always useful! That's what a lesson plan is, a guideline. It is not a rigid path. However, as a teacher, it is very frequent to think about what I would like to teach or what I think students need to learn, so we plan every single detail in order to avoid any problem. By thinking that way, we forget about a very little detail: our students. In my opinion, when we plan it is mandatory for us to consider what our students would love to learn and how they would like to get to know that information. It is clear that doing so may be too hard as we depend on what our bosses say or what the curriculum states. Even though, we may not be the ones who choose what to teach, we MUST to create a really good path for students to follow by thinking on how they learn.

In my practicum, I got to see those previous ideas work properly when my classes were focused on topics that I knew they would love. For instance, I developed a focus on graffiti in order to state whether it should be considered vandalism or art. Not only did the students get to know how to express their opinions (lesson goal), but also reflected on values such as respect towards their mates, and also towards private property.

P6: On the one hand, it is evident that lesson plans are necessary in the classroom because the teacher needs to know what is he/she going to teach. Besides that, throughout experience teachers think that lesson plans are not necessary. However, since every language class is not the same even if you teach the same topics, lessons plans are always necessary. What if most of the students don’t understand what the teacher explained? You might need to explain again the topic and you will need to do more examples and exercises so as to students understand. On the other hand, if we talk about materials, there will always be a way to create new things in the classroom in order to have a better environment and to let students learn from them.
4. Interaction question 3

Comments:

P1: I think it is true, no doubts. As I always say, teachers need to think about everything. Most of the people think that being a teacher is just let homework and give golden stars everywhere however, the reality is not like that. The responsibility of being a teacher is huge! You should probably think being multitasking in just one class. In fact, your skills, your personality, your attitude, your tone of voice, even the words you say are involved in the teacher package.

P2: I could not agree more. Being a teacher is not a simple thing but it is absolutely necessary that a teacher is able to get moving, and get classes moving. In the process we will face
difficulties and we have to be open to face them. A teacher ".remain fluid (...) rather than stuck” indeed that's our everyday and in that sense our way of living as teachers.

P3: It is absolutely true! Teachers should be aware that facing problems is as common as breathing. The bright side of facing problems is that we get to learn how to overcome them when they show up again, as we may build up new strategies for our repertoire. The important thing is to face them happily!

Also, I think we should share with our colleagues more often our means to solve issues inside the classroom, because there are very good 'theories' to teach or to handle certain situations, which have not been written down yet but are located on teachers' brains.

P4: I love it! To me, this passage is telling me how important it is to believe on what you're doing, to be aware of why are we doing what we're doing and to never stop learning. I couldn't agree more.

P5: I definitely agree with this quote because it shows that a teacher is more than knowing the language and knowing skills and strategies to be a “good” teacher. I truly believe that a teacher should ALWAYS be a person who listens students and try to help them in their learning process which not only includes what this quote mentioned but it includes affective, social, and cognitive factors that are also involved in the learning process of a student.
5. Interaction question 4

Comments:

P1: Yes, my opinion about the grade I wanted was important because I got preschoolers! Maybe it changed, but I still love teaching kids, they have some details in their process of learning that I prefer, how they changed from pre-k, to kinder, to transition. It's amazing how they improve in months and...well we as adults take years to improve one aspect completely. Their energy, how they are mirrors that depend on us.

It's amazing how language learning works in this ages, and how different it is of what we were taught. Maybe it changed, but I'm still in love with kids more than with teens.

P2: My preference was considered. However I did not have any marked preferences before my practicum so I also was assigned pre school students. After the experience I totally change my mind about teaching young learners. I used to believe that the possibilities for accomplishing some learning objectives with them was impossible
due to my lack of experience but it was the guide and his emphasis on the importance of objectives that I could realize that I could actually accomplish great things with the children.

P3: On one hand, the school took into account my desire of teaching to kids during my observation, but things changed when my practicum started, because I had to work with seventh grades. Though I cannot deny it was hard to teach seventh graders, it was very fruitful for my teaching experience. I learned thousands and thousands of things with those teenagers, who I love deeply. When my practicum got to its end, I realised that I don't want to work at a Highschool. I feel that my path has to take a different route. I do not have anything against those institutions, but I consider that my mission in life does not fit with they way they see education.

P4: Answering to the first question, I was not able to decide the grade my students but if I had to, I would pick students in early ages because I think they can be controlled better than a teenager, not only for their rebel attitude but also because I find more connection with children. I have 3 nieces and 4 nephews and I learnt how to “deal” with them. Actually I was so lucky that the school where I’m doing my practicum chose me kindergarten, and I have been putting all my practice on those children. I think that I have been doing my practicum very well.

P5: Concerning the first question, the answer is partially yes since the options where only in primary school (1st - 5th grade), but I did was able to choose the grade, which is the 4th. Nevertheless, I have to say that may decision was greatly influenced not by the age of the kids, but by the head teacher that I would to get. I was informed that the 4th grade teacher was from Pakistan and I had already received some good references from here. Therefore,
taking that into account, but specially, feeling greatly curious about her teaching probably influenced by her background I decided to go with her.

Regarding the second question, the answer is also partially yes. More than having changed my age-affinity and my perception of teaching and learning, I have reaffirmed my beliefs. Now, I more strongly affirm that teaching kids is a very complex and privileged labor. But also, a very scary one. I cannot get out of my mind the huge responsibility that I carry by being in charge of the kids learning process, but also their well-being and their education. I believe that teaching kids is something that I would better embark on after having studied more about Psychology and Theater.

6. Interaction question 5

Comments:

P1: As for the school, the mission and vision. Their beliefs around teaching and the profile they want in each teacher. This way, the university creates a list of candidates, according to their development. Then the candidates have an interview with the school, just like any other job and they're chosen. At least that was how I was assigned to my school. It's like a job, the difference is that a university teacher does the work for you of making short the options of school to apply.
P2: I think two factors were taken into account by the university: 1. English proficiency: grades in English courses. 2. The average academic level: grades in the rest of the courses of the BA. However, those factors did not assure that we get the opportunity to work there, due to the fact interviews and test were carried out as a means to get to know which of the candidates met the school expectations.

P3: I agree with the previous comment. The English proficiency and the academic level were two conditions to pick the school.

P4: The first determinant factor are our grades. The second factor, is the Practicum Coordinator (Coordinadora Académica de Práctica Docente) criteria & The third and final factor are our preferences (taking into account our homes' locations and the schools' locations).

P5: It was my decision to do the practicum in Javeriana University because I really love French. I think that since I had good grades in French class I was able to do the practicum in this language. The advantage of this decision is that I could choose the population because in my case, I wanted to work with adults. Until the moment, the practicum experience has been great.

7. Interaction question 6

Comments:

Beliefs concerning the teaching Practicum of the Major in Modern Languages at Pontificia Universidad Javeriana
P1: Sadly, facts such as the following: 1. Teaching can be hard... really hard: when pre-service teachers face that, even though they know Language learning and language teaching theories in detail, those theories do not work out properly in the classrooms as their students are lazy, tough, stubborn, etc. and their classes do not go the way they wanted. 2. Wages are low: I did not want to mention something like this, but I've seen how students get discouraged because of that.

P2: I think that one big reason to this is the salary. I know 3 people that did their practicum in different schools, and they don’t want to be teacher anymore because of the amount of money that they would earn at the end of the month instead of the effort they made. They considered translation as a future job.

P3: I agree with the previous comments. I believe that the first reason is the awakening. During the practicum we realize how complex it is to succeed as a "good" or effective teacher and how demanding our labor can get. The second reason, the salary. Being a teacher (generally) is not a highly remunerated profession.

P4: There can be many things that can be taken into account such as the payment, the conditions in which the teacher gives the class or even very bad experiences with their students and/or co-workers.
8. Interaction question 7

Comments:

P1: There is a fact. you are never ready. Basically the attitude is your saviour. But we are fully prepared in theory to chose and implement in the classroom. You prepare yourself when you plan, when you meet your students, is a process. You go step by step. In terms of information, we are completely ready. In terms of practice, we are too! We just need to think about our own learning process and being aware of those aspects we enjoyed or dislike to implement or change in our own classes.

P2: I consider that experience is what let us feel the confidence we want in anything. So I totally agree with the idea of the process pre-service teachers have to go through to feel teachers. However, I think that this process could start some time before the practicum itself where
assessment is done. I consider that the university could provide those opportunities to the student-teachers.

P3: I have heard some of my favorite teachers saying things like:
- "I have always felt some anxiety when I teach."
- "No matter how much experience you have, you're never ready"

Teaching is an everchanging profession, because we teach HUMANS. No matter how hard you try, you will never find two people who think, learn, speak, see things the same way. It means there's no way to feel ready, and that's what makes teaching interesting!

P4: I consider myself ready in term of theory and knowledge because I've been studying along these years. But the real thing here is that at the moment we cross the door in a classroom, we are going to face people that could have another lifestyle, or problems or even their mood may be completely different. So, you never feel ready because you are facing new things every day and you never know how they will react. I think that even the best experienced teachers never are ready to do it.

P5: Regarding the first question, I agree with some of the previous comments. For a long time we may feel like we're not ready, but I've been performing in stages in front of small and big audiences since I'm 3 years old and I've never had the occasion of not feeling nervous before a performance. It didn't matter if I was with a group of people or doing a solo, I would always feel nerves & that is OK, that's part of getting involved with something important or something that we care for. I believe that getting nervous is a key ingredient. However, we must not confuse those nerves with feeling nervous because we’re not prepared or we do no know what to do. If I feel that pre-service teachers (or student-teachers) of my bachelor are properly prepared for facing the challenge of being in charge of a classroom? I believe that after the practicum we are.
I believe that when we get to the practicum's first semester (the observation stage), we're prepared in many aspects, but classroom management is definitely not our forte.

P6: 1. I don’t think so because of the experience. It definitely depends on the population either kids or adolescents or even university students. I think that in order for them to be prepared, more practicums should be done (throughout semesters), so when we get to our professional practicum it would be easier to handle different problems and situations.

2. I think that in this particular case, this student is using learning styles and strategies that are not useful for them. He might need to figure it out what is the best way to study, he can ask the teacher and get to a conclusion of what is going on, it might be something pedagogical or social, affective, among others.