Exploring the relation between Teachers’ Beliefs and Classroom Practices: A Case Study

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Danila Paola Flórez Sequeda
Ginna Andrea García Valencia
Arinda María Verbel Rodríguez
Universidad de Sucre

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ACKNOWLEDGEMENTS

Firstly, I would like to thank God for being always with me as my father and best friend. To him, I owe everything that I have achieved.
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I also would like to thank Professors Jorge Negrete, Ximena Buendía and Adolfo Arrieta for helping us with some ideas for our research project, and especially thank professor Yamil Hanna for his help, guidance and patient, without him this project would not have been possible. Likewise, thank Coralie Fournier for supporting us during the difficult moments we went through when conducting this study.

To my wonderful family, my grandparents Enrique and Lucila, and my parents Claudia Patricia Flórez and Elkin Flórez, who has supported, motivated, and helped me more that anyone, thank you.

To my silly but still amazing sister, Keila Khristina Bustamante Flórez, I thank you for letting me being your inspiration.

Also thank feminism for teaching me that women can do anything, even researching.

Many thank Professor Myriam Niño, whose effort has been essential for this major.

Daniela Flórez Sequeda

First of all, I really want to thank my Lord, Heavenly Father and God who has always been there for helping me and always takes my hand when I have no force to continue. I also want to thank to all my professors who have, in one way or another, enriched my knowledge and enable me to complete this project.

I also want thank to my husband, mother and father for their patience and support to me in every stage of my career.
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To Claudio Diaz, a Chilean Researcher who contributed to this research providing us with one of the instruments we used and that was essential for collecting the data.

Finally, but not less important, especially thank my wonderful professor Yamil Hanna for being willing to help us when we needed it.

Ginna Andrea García Valencia

I thank my mother for encouraging me in every stage of my life, being my real support in every moment and also for her pieces of advice, thank my father for introducing me in the world of literature and teaching.

I give thanks to my generous and brilliant professor Yamil Hanna for helping us during the process. I also thank him for giving us his valuable time to develop the project.

I also thank my eternal friend Coralie Fournier for her understanding and comfort during the determining points of this study.

Also, I would like to thank my classmates and friends, Ginna García and Daniela Flórez for being my team in this important part of my life.

Finally, I thank myself for being brave, constant and dedicate and for my effort along the whole research.

Arinda María Verbel Rodríguez

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ABSTRACT

This study aims at exploring the relation between teachers’ beliefs and their practices in an EFL and FLE classroom at a state university in Colombia. It was carried out through a qualitative design using four different instruments for collecting data: a semi-structured interview, a drawing, observations and a structured interview. The exploration of the data demonstrated that there are certain aspects of the teaching process of two foreign languages highly related to the beliefs teachers hold and the conclusions showed that those relations have different degrees depending on the aspects of the teaching process and the teachers’ perception of how a language should be taught.

Keywords: Teachers, beliefs, teaching, foreign language, practices.
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INTRODUCTION

In recent years, researchers have attempted to comprehend most of the aspects that influence the teaching process of languages, since they might help investigators determine reasons why certain actions occur in foreign language classrooms such as EFL or FLE. Teachers’ beliefs have become one of the research focuses. For instance, author Borg (2012) stated that for understanding what teachers do in classrooms and for promoting change in their practices, it is essential to explore their beliefs. Some other authors, as Xu (2012) have found that the classroom practices teachers do are highly influenced by the type of beliefs they have; as beliefs are thought to guide people’s actions and thinking. In this manner, the beliefs teachers hold determine not only the methodology they use when teaching, but also the decisions they make in classrooms and even the activities they select when planning lessons.

Freeman (as cited by Díaz, Alarcón, Vásquez, Pradel and Ortíz (2013) stated that the importance of researching on the teachers’ beliefs field lies on the consequences that it will not only have an impact on the researchers, but also on the participants of this study since they will have to reflect on what they do, and how they do with their students in the classrooms trying to ameliorate negative aspects and keep the positive ones. Furthermore, Borg (2012) states that it is normal to find a lot of teachers who have never had the opportunity or the space to talk about their beliefs, and we consider this as an essential part of recognizing and identifying us as teachers. We bear in mind that this project will enhance their practices and the way they see themselves. Moreover, Borg (2012) also claims that we first need to think about the teachers’ emotions and opinions to later understand why they do the activities, the
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actions and the many other things they do in their practices given that they first are human beings and then teachers.

In Colombia, most studies about teachers’ beliefs have investigated about specific features of the process of teaching English, for instance teachers’ beliefs about assessment, use of technology on EFL classrooms or communicative competences when teaching English. This is because the National Bilingual Programme, created by the Ministry of Education in 2004, presents only one type of bilingualism: Spanish - English. Thereby, the learning and teaching of foreign languages, in most public and private schools and universities in Colombia, are only focused on English.

Regarding the learning and teaching of other languages in Colombia, the National Bilingual Programme has not created any standards that guide the teaching and learning of other languages such as: French, Italian or German; on the contrary, it specifies that its main objective is to make citizens capable of communicating in one foreign language: English. Consequently, we may find numerous differences in the teaching process of English and any other foreign language in this country; since there are no guidelines that supervise the way languages, like French, are taught and learnt. For example, at Universidad de Sucre there is a Licenciatura in Foreign Languages: English and French, but we have realized that most of the time French teachers just follow the Common European Framework of Reference for Languages (CEFRL) in order for their students to reach the different levels that are required in the University syllabus.

Based on our own experience as English and French learners and future teachers, we had faced the diverse teaching and learning processes of both
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languages. One of the most remarkable differences that we found among them is that the way we learnt English was easier and quicker compared to the French learning process. This is because we already had certain background about English, as we have been studying this language since we were at school. Besides, when preparing ourselves to teach foreign languages, we were mostly taught how to teach English, this means the methods, national guidelines and approaches were all about English, due to this is the most common foreign language in our country.

This case study attempt to research about the beliefs teachers hold when teaching two foreign languages: English and French on a teacher education program at Universidad de Sucre

One aspect that should be improve at Universidad de Sucre is lack of opportunities for teachers to reflect on their classroom practices, by opportunities we mean methods as surveys, that could enable them to critically analyze their actions when teaching. For instances, twice per semester students answer a survey for evaluating the teachers’ performances; nonetheless, teachers themselves do not have access to the results of these surveys nor to the comments students do. Under these circumstances, it is hard for teachers to know their weaknesses and strengths. Therefore, by exploring the beliefs teachers hold we are promoting changes on their methodology, didactics and the way in which teachers discern their students and context. On this wise, this case study is beneficial in the way that it made two teachers from Universidad de Sucre reflect on their practices, how they see students and certain aspects of teaching foreign languages, as the materials used, the activities implemented and the fashion in which they provide feedback.
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The aforementioned guides us to the following research question:

How the beliefs of two teachers are related to their classroom practices in the English and French undergraduate program at Universidad de Sucre?
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GENERAL OBJECTIVE

· To explore how the beliefs of two teachers, one of French and one of English, are related to their classroom practices in the English and French undergraduate program at Universidad de Sucre

SPECIFIC OBJECTIVES

● To identify the teachers’ beliefs about language teaching and language learning.

● To delineate the teachers’ practices in their EFL and FLE classrooms.

● To compare the teachers’ teaching beliefs and their classroom practices.
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STATE OF THE ART

This section aims to describe four studies in two Latin-American countries, Chile and Colombia, which have already worked on the field of this same project. We focused on these four projects due to the fact that we found them more similar to the purpose of our study.

Díaz, Alarcón, Vásquez, Pradel and Ortíz (2013) carried out a study in two Chilean Universities. The main objective of this research was to know the importance and shaping of beliefs about the teachers’ role in higher education. It was a non-experimental and transactional study, which in fact was based on an analytical and interpretive case study. In order for the researchers to collect the data, they used a semi structured interview, a self-reflection interview and an autobiographical diary. After analyzing the data, it was found that researching beliefs’ identification help teachers be aware of their own thoughts about teaching and make them reflect and compare those of them with other teachers’ beliefs. Furthermore, the study showed that in fact, teachers are autonomous at making decisions about what it is best for their students and finally, the study carried out showed that teachers’ beliefs have been more influenced by their learning process and not by their teaching experiences.

Another Chilean research conducted in the field of teachers’ beliefs was carried out by Díaz, Alarcón and Ortiz (2015). The study focused on the beliefs of sixteen teachers about the teaching and learning of English in the public education of Chile. This research was a case study that deeply analyzed the case of sixteen participants through an interview and a Linkert scale. The main goal of the researchers was to examine the beliefs of the educators about specific elements of language teaching and learning at secondary school. In order to gather the information, they researchers used
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A semi-structured interview and a survey with the purpose of exploring the teachers’ beliefs about the use of the target language in their lessons, the beliefs about their own role, the students’ role, the choosing of content, material and resources, as well as assessment. The researchers found that the participants were conscious of the importance of exposing students to the target language for a successful learning process. Most of the teachers stated that the use of English is indispensable. Few of them stated that English is sometimes crucial and the same number stated that they do not use English in the classroom. The teachers that do not use English were found to be the elder ones. The researchers also found that the participants believed that their role was not more important than their students’ role and that they considered themselves as role model students can follow. The participants state that the role of students is important as their motivation and participation are relevant factors for learning a new language. The teachers also declared that it is necessary to foster the lessons with diversity of materials, the majority of them also affirm that the content they teach should be adjust to the students. Finally, according to the participants the assessment let them know the knowledge students have obtained. This research exhibits the different beliefs a group of teachers hold about various aspects of teaching and learning of English in a Spanish Speaking Country.

Teachers’ beliefs about assessment in an EFL context in Colombia is a case study conducted by Muñoz, Palacio & Escobar (2011) which aims at examining the perceptions about assessment of 62 teachers, and their beliefs and practices regarding the oral and writing assessment systems promoted in a language center of a private university. The data gathering tools used for achieving this objective was a 21-statement survey, a written report and a 30-minute semi-structured interview. The
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data yielded by this study shows that teachers belief that assessment helps to improve students’ performance and also it let the teachers determine whether students fulfill the objectives of the course or not. Nonetheless, when the participants were asked to provide an explanation on this, they claimed that sometime the students’ learning process and the goals of a course mismatch due to external factor such as mixed groups. Concerning the relation between teachers’ beliefs and the assessment system of the language center, researchers found that although participants believe that the assessment systems of the LC is significant, they do not influence the way in which they assess. On the other hand, authors stated that exploring the beliefs teachers held was one limitation since personal values are difficult to conceive owing to most of them are built unconsciously.

Authors Chamorro & Rey (2013) conducted a qualitative case study titled teachers’ beliefs and the integration of technology in EFL classroom. The main objective of this study was to uncover how the beliefs that language teachers have about technology affect the implementation of technology-based activity in class. The data collection techniques utilized were class observation, a 36-statement survey and an 8-question semi-structured interview. The results indicate that teachers believe technology is a substantial tool that helps students being successful in any field; likewise, they consider the implementation of technology-based activity a good way to have students to enhance the 4 language skills. Nevertheless, most of the participants used technology in class only for reinforcing grammatical structures and the reading or the listening skills. Thus we can see a contrast between the beliefs teachers hold and their practices.
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These studies help us have a better understanding of teachers’ beliefs on how to carry out a research on this area of foreign language education.
CONCEPTUAL FRAMEWORK

We all know that teachers around the world have different beliefs and opinions about teaching and many different studies have been carried out on different factors related to teachers' beliefs. In this section of the paper, we talk about some of those factors with the following order and headings: teachers’ beliefs, teachers’ cognition, external influences on teachers’ beliefs, experiences and teachers’ beliefs, moral perspectives and teachers’ beliefs, methodology and teachers’ beliefs, teaching a foreign language, teachers’ role, students’ role, learning objectives, contents, methods and activities, materials and teachers’ beliefs and finally, assessment and teachers’ beliefs.

Teachers' beliefs

Firstly, “beliefs are the intermediary between knowledge and action; between individuals and their performance. Beliefs are anchored knowledge. They exhibit the knowledge that is most worth and has proven itself in action” (Díaz, Alarcón, & Ortíz, 2015, p. 172) In this way, beliefs are the ideas or opinions that teachers have opted to consider when managing their lessons. Beliefs are the ones that allow people to create a personal atmosphere and style to teach as well as engage their students in the topic. Johnson (as cited in Cota & Ruíz-Esparza, 2013, p. 82) stated that “Beliefs are such powerful influences that affect the way teachers carry out every aspect of their work because they act as lenses which filter every interpretation and decision teachers make”. It is because of the beliefs professors have that there are many different kind of teachers which is revealed in students’ motivations and subjects’ preferences too due to the fact that the way a teacher orients a class has consequences in students’ attitudes toward his or her class. “Therefore, teachers’ beliefs shape the world in which
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they and their students operate and these mental models of “reality” are highly individualistic since no two classrooms are, or can be, the same” (Cota & Ruiz-Esparza, 2013, p. 83)

Hence, teachers’ beliefs are extremely important because these have a great percentage in teachers’ decisions to deal with a topic and with students, and also because beliefs give them the perception and the shape or path they want to achieve and follow when guiding the courses. “They are a frame of reference around which many classroom decisions are made and pedagogical practices are decided” (Díaz, Alarcón, & Ortíz, 2015, p. 172) in order to have a classroom where both teachers and students feel good and encourage to continue with the teaching and learning process.

Teachers’ cognition

According to Borg (2003) “the term teacher cognition here to refer to the unobservable cognitive dimension of teaching – what teachers know, believe, and think” (p. 81) It means, the mental processes related to teaching that teachers make, in other words, teachers’ beliefs in a definitely deeper way. Borg (2003) stated that “Teachers’ cognitions, though, emerge consistently as a powerful influence on their practices” (p. 91); despite the fact that cognition is about the mind and thoughts teachers have about what they do in their everyday life, it does not mean the cognition will not affect either positively or negatively, teachers’ practices. Teachers’ cognition has an effect on almost everything of what they do during the lessons. Teachers have to be multifaceted and fast when making decisions and it is precisely in decisions that cognition has an important role. For instance, when something not planned occurs in the classroom the teacher needs to deal with that as fast and as conveniently as possible. Borg (2003) affirmed that “when an unexpected issue or question arises
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during a lesson, a teacher may depart from the plan to deal with it if it is perceived to be of general relevance to the whole class” (p. 94) Following Borg’s statement, the teacher has to make two decisions. The first is if that unexpected issue is significant to the whole class and then, how to deal with it in order to make it more valuable.

We also share Borg’s view (2003) when he claimed that “cognition not only shapes what teachers do but is in turn shaped by the experiences teachers accumulate”. A teacher does not stop learning how to be a teacher when he or she gets his/her diploma and start working in a real classroom. In fact, it is in this point when a teacher starts the real learning process of how to teach because he is being exposed to the thousands of teaching and learning scenarios that may exist. However, cognitions are shaped from the beginning of our lives as people and also from the beginning of our lives as future teachers. Nisbett & Ross (as cited in Borg, 2003, p. 86) found that “Beliefs established early on in life are resistant to change even in the face of contradictory evidence”. Thus, experience can contribute to teachers’ cognitions’ modification, but it will be more complex for this to happen if those cognitions were set during childhood, for example.

Experience and teachers’ beliefs

Although theory is important when talking about teachers’ beliefs, experience is another determining point in this subject. As Álvarez & Sánchez (2005) have found, “Teachers learn by doing, they learn from different kinds of learning experiences students receive and at the same time they improve the students’ learning, the teaching process and enlarge their theoretical base” (p. 121) since they have the obligation to be aware of the present and current methods or strategies in learning and teaching, in order to be better teachers and have a more clear perspective of what
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y they can do to improve and achieve their professional and teaching goals. It is also due to the fact that “They work for social change and teach and train students to respond to the demands of a world in which new technology develops rapidly” (López, 2010, p. 67) It is something that has an influence over their way of thinking and perceive teaching.

“Teachers take on a new identity as a result of the experience gained in the process of learning to teach” (Fajardo, 2014, p. 50) and identity is deep closer to beliefs. Every event or group of students is different and the circumstance also differ from one another, so the teacher is affected by the situations that he or she lived with every different group of students, it does not matter if children, adolescents or adults, all of those groups s/he has taught left him/her a different idea of teaching. It is important to keep in mind that learners can mark teachers’ lives, either positively or negatively. “It’s common to hear from primary and secondary teachers of English that disruptive behavior in the classroom is a strong barrier to teaching English” (Díaz, 2012, p. 130) Teachers do not stop of being human when they enter to the classroom, therefore it is significant for them to have an excellent classroom management that allow them to guide their students and obtain satisfaction of what they are doing in their everyday life.

Methodology and teachers' beliefs

Since teachers have many different beliefs about teaching, they also have different beliefs about HOW to teach. Some teachers prefer individualistic activities; meanwhile others like to work with student groups; nevertheless, in both cases students are the most important people in the classroom. In spite, there are teachers who like to have almost the total control of the class and give to the students just a
little participation; however, there are also teachers who prefer to actively participate during a small part of the lesson. According to Cohen & Fass, (2001) “As teachers, they should be speaking only 30% of the time” Today, education seeks to promote students interaction and active participation in the learning and teaching process. It is prioritized the students’ engagement in the different subjects and the teachers’ abilities to enforce that.

Consequently, group work is a good option to teach. According to Race and Pickford (as cited by Ruíz-Esparza, Medrano & Zepeda, 2016, p. 30) “More learning happens when students work in small groups, rather than listening to lectures” for the reason that they are sharing ideas and knowledge, so that being controllers of their learning. “Teachers who prepare group work activities no longer perceive of themselves as know-it-all experts delivering their wisdom, but as expert promoters for their students” (Ruíz-Esparza et al., 2016, p. 31) because those teachers give the confidence and the opportunity to the students to explore and be critical of their knowledge and capacities when learning and going deep in the topics.

Teaching a foreign language

Colombian Ministry of Education has designed several programs to become the country a bilingual one where students can be productive in English fields when finishing their formation. “Colombia is in the midst of educational reforms in which teachers are pressured to focus on specific knowledge and skills intended to enable students to be competitive in the world market” (Sierra, 2016, p. 204) However, these policies and programs are not contextualized. According to Macias (as cited by Cruz & Velasco, 2016, p. 126) “most EFL teachers in Colombia seem to rely on a course book usually produced by a ‘North’ American or British publisher and sold as a
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global course book in many parts of the world”, so that they have to teach based on a book that was indeed, designed to other students with different interests and needs.

In this way, the programs and policies, do not take into account teachers’ opinions which are essential since they are the ones that actually know students’ needs and preferences. “Teachers knew about the language policies and language requirements but most of them did not feel that they had access to opportunities for development” (Torres, 2017, p. 52). This is why approaches or programs to teach a foreign language must be thought to the context in which they are going to be implemented. Of course, progress in the field is not the expected and many teachers disagree with the implementation of such programs. According to Roldán & Pelaez, (2017) “There have been little progress to achieve the goals of the national policies” (p. 123) We agree with Sierra (2016) “teachers are not considered as professionals who can make their own decisions based on their personal needs, interests, and working contexts” (p. 204) so the government is always pretending to create new and better ideas to fulfill the requirements of teaching a foreign language (Basically English) in Colombia.

In addition, Colombian teachers seem to have preferences about teaching grammar. It is thought that to learn a new language the most important language competence goes directly to grammar learning. According to Kissau, Rodgers, & Haudeck, (2014) “Colombian teachers viewed the explicit instruction of grammar more favorably than did their American peers and also felt more strongly than their American colleagues that formal grammar instruction facilitated L2 learning” (p. 228) This is maybe because North Americans are native English speakers and we
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are not, so teachers could think that we have to deeply understand structures in order for us to have a real good level.

Teacher’s Role

Students and teachers spend a huge amount of time together and it is normal to think of the teacher as a model to their students. Given that, teachers’ role is extremely significant in the classroom; therefore, teachers should have a variety of qualities which would make them really good teachers. According to Borg (As cited in Al-Mahrooqi, Denman, Al-Siyabi, & Al-Maamari, 2015, p. 2) “A good teacher tend to contain notions related to the areas of “knowledge, skills and attitudes towards learners” these characteristics can be complemented by practices such as being friendly, giving excellent notes, conducting games, using humor, and not pushing students who are falling behind the rest of the class”. This is a general way of exposing teachers’ needed characteristics.

Deeply into teachers’ aspects to take into account, we have their language level. “Having a high level of English language proficiency and treating students equally and with respect being of especial importance” (Al-Mahrooqi et al., 2015, p. 11) In this particular case is only mentioned English, but in our opinion, having a high level of proficiency in the language is required to be a better teacher. Moreover, according to Al-Mahrooqi et al., (2015) “Cultural and contextual factors necessarily influence instructors’ and students’ perceptions about what and, indeed, who, a good teacher is” (p. 2) Here in Colombia for example, most of the students think that a good teacher should shows passion towards his teaching field, he/she should be funny, patient and intelligent and of course he/she should have a high language proficiency level.
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According to a study done by Kissau et al., (2014) teachers should

(1) expose their students to large quantities of both the L1 and the L2 culture from the first day of instruction; (2) use a variety of instructional strategies, such as group work, technology, and the integration of other disciplines; (3) differentiate their instruction to address diverse interests, age groups, and learning styles and strategies; (4) emphasize communicative competence, as opposed to grammatical accuracy; and (5) align their instruction with influential theories of L2 acquisition (p. 227)

It means that good teachers have to combine different factors and aspects to prepare and manage their lessons and in that way, being a good teacher.

Students’ role

Teachers’ beliefs are highly important when talking about the role they expect students to have in class. According to Turner, Meyer and Christensen (2009) teachers tend to believe that the progress and differences of their students are barriers that restrain their faculty to teach the curriculum (p. 362) this means that the role students take in class is extremely significant for teachers. According to a study conducted by Diaz et al., (2013) the role of students in the classroom is essential for learning a language; therefore, the teaching beliefs teachers have about students’ role is very important for the learning process occurring in the classroom.

The research conducting by Diaz et al., (2013), showed that all the teachers participating in the study; agree that the students’ motivation and active participation is connected to successfully learn a new language. The belief these participants have affected their decisions about the content to be taught and the manner to teach it. The study also revealed that for the participants the role of teachers is not more relevant that students’ role in their own learning process. Moreover, the different beliefs that
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teachers hold reflect their practices that may support or interfere with students’ language learning (Diaz, Alarcón, Vasquez, Pradel, Ortiz, 2013, p.8); hence, the beliefs teachers have about the role of their students in the classroom, would help or hinder the learning process.

Contents, methods and activities

A study conducted by Diaz et al., (2013) expose that the majority of the teachers participating in the research believe that it is indispensable to adapt the content to their students’ necessities; therefore, the beliefs teachers hold regarding the content they have to teach would reflect what they choose to teach. Nevertheless, Diaz et al., (2013) state that teachers may face some pressure when deciding if they follow the curriculum as it is established or teach what their students actually require; whence, even though teachers may have a stance regarding content, the final decision they make, it is not undoubtedly an echo of their beliefs.

In a study conducted by Gabillon (2012) as cited by Ramirez (2015), it was demonstrated that the beliefs teachers hold head them to adjust the theory and select the approaches they think are suitable with what they believe. In another research conducted by Vibulphol (1992) as cited by Ramirez (2015), the researcher found that the participants’ beliefs about teaching impacted on their choices of tasks and approaches. And that depending on the language focus that these teachers had, they elaborate activities in accord with their teaching beliefs. All of this is a clear illustration of how important the beliefs teachers possess are when choosing the methodology they use in the classroom and the activities they design for their students.

Teachers’ beliefs about the materials used in class
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This study attempts to examine the relationship between the beliefs teachers hold and their performance in practices. Since beliefs influence not only our thinking but also our actions (Xu, 2010), exploring what teachers think about the materials and textbooks they use when teaching, will shed light the reasons why they choose a certain textbook over other ones, also the importance they give to technology and if they prefer or ever design their very own materials.

Authors Chamorro and Rey, who has research on teachers’ beliefs about the integration of technology, and compared what teachers think to what they do, state that teachers are aware of the impact technology have nowadays and they find this tool useful for achieving language learning outcomes. Nonetheless, when comparing what teachers said to what they did in classroom, they found not common points since students were just fulfilling some drilling activities or some topics that they have studied already. “Activities are not contextualized, and basically students work individually with the computer, wasting opportunities for implementing strategies and more communicative and interactive tasks.” (Chamorro & Rey, 2013, p. 64) On this wise, we can see that what teachers think of a certain material, as technology, is not always reflected on the way they employ it on their classroom practices.

Due to textbooks have become one of the most significant materials used in EFL classrooms, we decided to research about the beliefs teachers have about their usage. McGrath, 2002 (cited by Rivera & Pérez, 2015) declares that teachers need textbooks since they can provide structures for teaching and also linguistics, cultural methodological support. This contrasts, in somehow, what authors Rivera & Pérez (2015) found through their study; when they explored teachers’ perceptions about the textbooks assigned to teach English, they discover that some teachers do not like
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being forced to include the textbooks on their lessons, and some other do not like to use it at all. On the other hand, they found some educators who like to cover every single topic or activity of the textbook; when asked why, they claimed they do it because it is quicker.

Beliefs have a significant impact not only on the materials chose to be used in class, but also on the way teachers decide to implement it on their teaching process.

Assessment

Owing to assessment is a particular and important aspect of the teaching process of foreign languages, we will analyze what teachers think about assessment and what features influence the fashion in which they assess their students.

According to authors (Muñoz et al., 2011) one main factor than impact the way teachers think of assessment are the goals of assess. On the one hand, we have the pedagogical goal, by which teachers determine what to improve and that let them reflect on the teaching and learning process and also to give feedback to students; on the other hand, we have the administrative goal through which students and institutions can be ranked. However, for teachers one of these goals is more relevant than the other one, these authors found that “although teachers acknowledge the importance of assessment for accountability and certification purposes, they mainly view it as a means for academic improvement. In fact, it is clearly a belief among teachers that assessment serves formative purposes.”

Regarding the tools used to assess students, authors Barnes, Fives & Dacey (2006) declared that teachers tend to assess in the same way they were assessed at college; moreover, teachers think their own tests or tools to assess are more
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meaningful compared to the ones established for the government, due to standardized tests’ poor perceptions of students' knowledge.

METHODOLOGY

In this section, we will explain the methodology we follow for achieving our research objective. Firstly, we will define the research paradigm and the research design. Then, the participants and the context will be explicated. Lastly, the data gathering instruments will be presented.
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Research Paradigm: Qualitative

This research followed a qualitative paradigm since we attempted to comprehend certain human’s thinking and actions. According to authors Macky and Gass (2005) a qualitative design has the following characteristics:

**Natural and holistic representation:** Tetnowski & Damico, 2001 (as cited in Macky and Gass 2005) stated that qualitative research are aimed at understanding the participants and their setting, as well as their sociocultural context.

**Few participants:** qualitative researchers usually study few amount of participants, owing to they are not interested in generalizing the issue studied.

**Cyclical and open-ended process:** qualitative research tends to be process-oriented but still open-ended, which means that categories can emerge from the data yielded. (p. 162)

Additionally, research questions in qualitatives studies are often general and open ended.

Research design: case study

This research is a case study because it is a deep, holistic description and analysis of an event or case Merriam (1988). Therefore, this study attempted to profoundly describe and dissect how the teaching beliefs of one particular group of teachers were related to their actual classroom practices.

Gall et al. (2003) define case study research as “the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon”.

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Participants and context

This case study was carried out in a state university located in Sincelejo in the north coast of Colombia. Regarding the participants, this research focused on two university professors (one male and one female) whose ages vary between 28 and 33. They both have a degree in foreign language teaching and have around 5 years of experience as university professors, and they currently working in a teacher training major, at the same university where this study will be conducted. Furthermore, one of them is Colombian and the other participant is French.

Data collection techniques and instruments

In this section, the data collection techniques used will be defined.

Semi-structured interview (Appendix A)

Partignton (2001) stated that interviews help us obtain explications and information on aspects that are not accessible such as perceptions, values and attitudes (p. 33) one of the interviews used to collect data was semi-structured, we chose this one due to this sort of interviews let the interviewers ask open-ended and closed-ended questions. Hitchcock and Hughes (1989) (as cited in Partington 2001, p. 32) define semi-structured interviews as “which allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee’s responses... Some kind of balance between the interviewer and the interviewee can develop which can provide room for negotiation, discussion, and expansion of the interviewee's responses” Finally, one of the advantages of this type of interview is that the researchers are in control of the process of gaining the information.
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The semi-structured interview used was a 12-question interview designed by Díaz et al (2005) (Appendix A) they were two interviews in total and they have been recorded and transcribed in order to analyze them.

Indirect Strategy

According to Borg (2012) indirect strategies are more fruitful for research in teachers’ beliefs than direct ones for the reason that way the participants will not feel pressure in answering just questions, for example (p. 89) By using indirect strategies we can retrieve more or better information from the participants because these strategies make them feel freer and more comfortable. Bearing in mind the previous mentioned, we used a drawing as indirect strategy to identify the teachers’ beliefs. We asked them to draw how they see themselves as teachers and then we asked for an explanation of the drawing.

Observations

Cohen, Manion & Morrison (2007) defined observations as an opportunity for the researchers to obtain “live data from naturally occurring social situations” (p. 396) Besides, Robson (2002) (as cited in Cohen, Manion & Morrison 2007, p. 396) claimed that one advantage of utilizing them is that what people do can differ from what they say they do; thus observations give us a reality check a fresh look of participants.

Since one of our objectives is to describe professors’ classroom practices, we have implemented this sort of data gathering technique as it is useful to understand a situation described (Patton, 1990, p. 202)

The type of observations made for this study were structured observations, due to we knew in advance what features were to be observed according to the phenomenon studied, as it is defined by (Cohen et al., 2007, p. 397) Moreover, the
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number of observations made were 3 per teacher (a total of 6) and they have been video recorded and transcribed by the researchers.

Structured interviews (Appendix B)

After having identified professors’ beliefs and described their classroom practices, the participants were shown certain parts of their video-recorded classes in order to have them to reflect on their practices. To achieve this objective, we made a 5-question structured interview because as it is suggested by Lincoln and Guba (1985) these interviews are useful when the researchers are aware of what they do not know regarding the topic covered on their research (p. 269) The interviews made were question structured interviews which were recorded and transcribed.

Data Analysis

Firstly, we made the transcriptions of the semi structured interviews, the videos of observed practices and the structured interviews. A first part of the analysis of the data was carried out following In Vivo Coding. This codification method “uses words or short phrases from the participant’s own language in the data record as codes” (Miles, Haberman and Sdana, p. 80) this codification method is effective for researchers which are beginning in the field of qualitative research. In Vivo Coding allows noticing patterns or the most common words or aspects that participants mention. After the codification, we categorize and subcategorize by following an inductive way that according to Miles et al; is better to work with since it does not push the data gathered to fit into categories already set, but it works with what emerges from the same data.
FINDINGS AND DISCUSSIONS

In this section, five categories and five subcategories will be presented. The main categories are: (1) Teacher’s role (2) Classroom interaction (3) Linguistic competences. This category has three subcategories which are: (3.1) Grammar (3.2) Pronunciation and (3.3) Vocabulary (4) Teachers’ activities. The last category is (5) Assessment and it has 2 subcategories: (4.1) Language skills and competences assessed and (4.2) Feedback.
Teacher's role

When the interviewees were asked to answer about the role they take most of the time in the classroom, one of them (Teacher A) answered that he identifies himself as a controller, sometimes as a director, but just because he likes to know everything students are doing and saying. This was also witnessed in the classes observed as he was most of the time controlling the interaction (Figure 1); for instance, during one moment of one of the classes observed, the teacher was in front of the class making questions about some pictures from which he clearly could predict the answers which is a characteristic of a controller according to Brown (2001); moreover, when he was asked to draw himself as a teacher, he drew a man with a punching globe in his right hand, declaring that it represented the strict he is and how he pushes students to do the things in a good way (Drawing 1)

Besides, during the first interview he declared that he does not like to be a facilitator because he sometimes sees that role as a teacher that gives everything to students and does not challenge them; nevertheless he also drew(Drawing 1)himself with a helping hand in his left hand, expressing that it represented that he helps his students, but that it is the hand that he uses the less; which could suggest that even though the role that he takes the most is a controller one, he takes, in a lower percentage, a facilitator role helping students to overcome difficulties and find strategies as he declared that he teaches different fashions for learning vocabulary and pronunciation to his students which was also noticed during the observations.
Teacher B believes that in his classroom practices he behaves as a facilitator teacher most of the times. Specifically, he said in the semi-structured interview that he shows three different teachers’ role when developing the classes and these were, facilitator, as the one he thinks he is the most, manager and resource. He stated that the teacher serves as a guide for his students.

"Hay tres roles que uso en las clases, que es facilitador, recurso y manager {...} Creo que más facilitador, entonces como hay una comunicación que va de profe a estudiante y también de estudiante a profe y el profe sirve de guía".

The three roles have something in common and that is allowing the students to find a moment, a way or a space to work as they feel better and help them to reach the goals that have been set for that lesson or unit. However, during the observations, we noticed that Teacher B is in fact, director, manager and sometimes, he is even a controller teacher (See Figure 2) During his classes he maintains the fluent and efficient advancements of tasks. Also, it was perceived that Teacher B plans his
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classes taking care of the time and the brief and long parts of them, but then, during the several exercises, he allows his students to be freer in the development, those are examples of what a manager teacher does. And as we said, he is a controller sometimes given that those times he is the one that determines what students will do, how and the vocabulary or aspects they are going to use. Although, he has said that a teacher can show all of the roles (manager, director, resource, controller and facilitator) when teaching one same class or show just one or two because the role of the teacher depends on the activities and the context that he or she is handling at that moment.

“pero depende del tipo de clase, si es más de gramática, si es más de cultura, si es una comprensión escrita. Entonces hay que mezclar los roles de los profesores para poder dar una clase adecuada a los estudiantes dependiendo del contexto que vamos a hablar en clase”.

Besides, in his drawing of himself as a teacher, we can retrieve that he is a manager teacher since he drew two parts of him as a teacher, one at home when planning what they are going to do in the classes and one at the classroom where he is the one that manage the times, the activities and the other aspects of the lessons (Drawing 2).
2. Classroom interaction

There were found different types of interaction that the teachers believe they commonly do in class and some of those were observed in their practices. For instance, one of the interviewees (Teacher A) said he makes questions and expects students to participate by themselves and adds that:
“incluso cuando no participan, me toca obligarlos a participar”,

that type of interaction was noticed in the classes observed as the teacher asked different questions about the topic and if the students were distracted, he repeated the questions or if no student answered the questions, he chose someone to answer. This is also an example of teacher-student and teacher-students interaction. Besides, Teacher A said that student-student interaction also occur in his classes, saying that:

“Esto más que todo cuando los hago trabajar en grupo”

This was something that we could observed in his classes; for instance, during one activity students had to work in pairs interacting through the use of the textbook. Therefore, it could suggest that for this teacher, interaction depends on the phase or activity that is occurring in the class and what he expects of the students.

In this category, Teacher B is convinced that the type of interaction that he uses the most in his practices is Teacher-Students interaction. He said that he does not like it, but he accepted that he does it normally. After that, he said that other type of interaction in his classroom is student-student when they do group activities and sometimes student-teacher, but according to the mentioned by the teacher, that occurs when students participate or ask questions and he corrects them. As a teacher, he expects questions from his students, he often asks to the shy students that do not
participate because in that way he thinks that they can become more confident and will feel surer to ask questions or comment something, but in his opinion, this does not always function.

“Creo que aunque no lo quiero hacer, docente-estudiante es lo que más se usa”.

“Los estudiantes tímidos, que se quedan pues en el fondo del salón, me gusta preguntarles cosas para que vengan, como que se acerquen, pero no siempre se acercan y me parece que la enseñanza es mejor para los que contestan que participan en clase que para los que están en el fondo y no dicen nada”.

All of this was evidenced during the practices’ observations. Teacher B’s classes are more often teacher centered, however he also plans exercises where the students are the real protagonist or at least that they can work together. We also observed that it was true when he said he asks the shy students. He did it with many of them. And also, he did not use the students’ textbook at all due to the fact that he does not like it because it changes every semester, so there is no student’s interaction through the textbook.

3. Linguistic Competences

This category is divided into 4 subcategories, which are grammar, pronunciation, vocabulary and teaching activities.
3.1. Grammar

Teacher A stated during the semi-structured interview the importance of grammar. When he was asked about the aspects he considers the most important in teaching a foreign language he expressed that all of them were important, but when the interviewer asked him about grammar he declared that it is highly important as he teaches pre-service teachers and he believes that a teacher must know how the language functions. Moreover, he declared that he gives students some strategies for helping them to remember the language’s rules as it can be sometimes difficult. He also said that grammar is one of the aspects that he evaluates the most. In regards the practices we observed, we could confirm that Teacher A actually gives a lot of importance to grammar, most of the time he explained grammatical subjects and corrected students’ grammar mistakes; for instance, the following is a transcript of one part of the classes observed:

“The teacher tells the students to concentrate on the image and tells that this is a way of helping them to understand the difference between the two tenses. Then, he asks students again: "Does the boy use a computer?" The students say no and the teacher repeats the question and this time some students respond yes and others insist saying not. The teacher ask what is the difference between "does" and "is", the students answer that "routine" and "what is happening right now." The teacher repeats the question and this time all the students answer yes and the teacher asks for a justification, to which they answer that there is a computer in the child's room.”
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In the same vein, Teacher B was mentioning this aspect of the language along the whole semi structured interview. He declared that the significance of grammar lies in the fact that it is essential for foreign language learners to be understood; as it is shown in the following transcription:

“Tener una frase gramaticalmente correcta es más importante para mí que tener buena pronunciación, o sea la pronunciación es muy importante, pero si pronuncias muy bien haciendo una frase que no tiene, que gramaticalmente no es correcta, el nativo no lo va a entender”.

After that, he said that he gives the same importance to every aspect of the language, but with certain students he thinks that he has to work more on grammar than other language’s factors because they keep ongoing along the semesters, but they forget grammar information during the processes. In the structured interview, he stated that grammar is not easy, but teachers have to say it to the students so that they do not feel pushed or scared.

“Les tenemos que decir que la gramática es algo súper fácil y obviamente no lo es, pero hay que decirlo de una forma en que te van a creer”.

On the basis of the evidence currently available, it seems fair to suggest that Teacher B was sincere when talking about the importance of grammar for him. During his classroom practices he is always correcting grammar errors more than any other ones. In fact, he is always working on grammar with little activities like writing
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sentences on the board or asking for papers where the students have to argue about a specific topic or just by teaching some grammar topics.

3.2 Vocabulary

In regards to vocabulary subcategory, Teacher A believes that all the aspects of the language are important, including vocabulary and he states that he gives vocabulary strategies to the students. With respect to the observed practices, Teacher A did not appear to give great importance to vocabulary because this aspect was emphasized just two times in the classes observed.

On the other hand, Teacher B argues that he thinks of vocabulary as relevant feature due to the fact that it will help students to express their emotions and feelings. He gave us an example of how he works vocabulary, he said:

“El uso de vocabulario sí es importante porque para poder expresar sus emociones, sus sentimientos, es importante tener vocabulario y muchas veces en clase vemos un texto por ejemplo, sacamos el vocabulario y en la clase siguiente volvemos a usar el mismo vocabulario en una actividad oral, por ejemplo”.

It was truly demonstrated in the observations done. As an example, in one of the classes observed, he divided the board and in one of the spaces he was writing the words that students asked him about the meaning. When someone asked him, then he asked everyone for the meaning or translation and next he corrected or agreed.
3.3 Pronunciation

Teacher A stated that he commonly teaches pronunciation strategies to the students, how to connect sounds and pronunciation patterns. He added that when he shows or writes the pronunciation of a word he feels that the students will remember it better because that is what he has experienced. When observing his classes, we could identify that in fact he is constantly paying attention to the way students pronounce and he teaches the correct way by writing the phonetic transcription; by way of illustration, the following is a transcript of the last part of one of the classes observed:

“The teacher writes on the board different words that students mispronounced during the class and asks students to find out the phonetic transcription, he writes the phonetic symbols and explains how those words are correctly pronounced.”

Otherwise, as it was already mentioned, Teacher B believes that pronunciation is important, but not enough important as grammar. And we could see that in his practices he did not pay a lot of attention to pronunciation mistakes.
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Figure 3. Teachers’ Beliefs About Grammar, Vocabulary and Pronunciation

Figure 4. Teachers’ Practices About Grammar, Vocabulary and Pronunciation
3.4 Activities

Teacher A named several activities that he makes when teaching such as debates, problem solving exercises, simulation, writing activities and using pictures for descriptions. He also mentioned the ones that he never makes as games or fashion shows. Moreover, he stated that the type of activities that he brings to class depends on the level in which he is lecturing, for instance he believes that it would be difficult for students to make a debate in level A2 due to their paucity of vocabulary.

During the observations made, we could identify that the activity that this participant used the most were pictures to have students to describe, to teach them new vocabulary or as an introduction of a class. The following transcription illustrates what have been mentioned:

“The teacher showed images of real people and asked students what they were wearing.

The teacher starts the class by showing them an image of a famous meme and then he greeted the students.”

It is relevant to specify that the number of class observed were three. Thus, although we could only identify one of the activities that the participant mentioned, this does not mean that he does not use them all. Besides, when observing his classes he made several activities like presentations, conversation and listening exercises.

Teacher B thinks that is important not to use the same type of materials or activities frequently for the reason that students or even the teacher can get bored. He likes to use and combine several types of activities. For instance; role plays presentations, writing letters or poems, video exercises or listening exercises, work on
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an article, presentations, etc. However, he said that he has to plan according to the materials or resources available in the university.

“Me parece importante no siempre usar el mismo tipo de recurso porque se aburren y el profe también”.

This was seen in the practices observed. Teacher B planned activities of the type written and spoken. He did listening exercises, a debate, he gave an article to students and they worked with it by answering some questions orally and then written, he bought a song to the classroom and worked with this, etc.

When giving instructions, Teacher B said that he always gives instructions and that he says to the students what they are going to do and why because it is not just about setting instructions, but also explaining why they are doing it. On the contrary, it was observed that in fact, he gives the instructions to the students, but he does not explain them why they are doing it.

We noticed that he regularly uses brainstorming in her practices. He asks the students for phrases or words of the topic they are learning and he writes it on the board or the students themselves do this. During the semi structured interview, he mentioned that he likes to do this because it helps to have many ideas together and in that way they can strengthen the knowledge or information together.

Following the four language skills, Teacher B said that in listening he works and he expects the students to understand simple things as television audios. In reading, search for grammar rules; summarize something, writing comprehension,
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understanding a journal article, in speaking, describing, etc. But for him, all of the language skills have the same level of importance.

“Las cuatro habilidades son importantes y se complementan entre sí {...} Las cuatro habilidades se deben trabajar en cada nivel por igual. Expresión escrita, expresión oral, comprensión oral y escrita. Los cuatro se deben trabajar al mismo tiempo y a la misma velocidad”.

On the other hand, in his practices he did exercises like listening a song, writing sentences on the board, reading an article, he planned a debate. It is to say that indeed, he works on the four skills during the practices.

4. Assessment

4.1 Linguistic competences

When asked about grammar, vocabulary or pronunciation, that he assesses the most, the participant declared that grammar since he believed that students need to practice this competence. Nonetheless, he stated that he does so as this is an important aspect for language teachers, the following transcriptions illustrate this perception:

“A veces le presto más atención a la gramática, porque es importante entender cómo algunas estructuras gramaticales funcionan, y eso es algo que los estudiantes tiene que trabajar bastante, porque es esencial para el repertorio de los profesores”
Furthermore, based on the observations we made, we found that participant A is constantly assessing grammar and pronunciation through the activities made in class or even through any action students made, as it is shown on the excerpts below:

“Teacher starts with the book. He checked a book activity, asked for volunteers, called students again; students participated, the teacher immediately corrected their pronunciation.

He asked questions about the activity. Called Jason, the student participated, the teacher corrected them.

The teacher interrupts the student and asks him what is the prepositions we use with a certain word and keeps on correcting the student’s pronunciation.”

This result provides confirmatory evidence that there is a strong relation between participant A’s beliefs regarding the assessment of linguistics competences and actual fashion in which he assesses them.

In the same vein, Teacher B said that the four language skills have the same range of importance, and students’ needs and learning styles are also relevant when assessing, due to the fact that some of them prefer to be assessed through distinct ways, as written or oral tasks. Likewise, he mentioned that assessing each of the language skills is really necessary. Furthermore, in one of the observations we could see that he was assessing the students’ vocabulary and reading comprehension, and in a lower range the students’ written production; however, we could notice that most
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of the time he is assessing vocabulary and grammar. This can be illustrated in the following excerpt:

The teacher asked his students to write some sentences on the board with relation to the topic they were learning and then, he corrected the grammar of the phrases in accordance with the students

4.2 Feedback

When exploring the way in which Teacher A provided students with feedback, he claimed that he often gives students positive and specially negative feedback, since he believed that this helps learners correct their mistakes, but he also believed that teachers should be tactful when correcting. Moreover, when asked if he provided examples and clarifications, he affirmed that he does so as “this is what a good teacher should do”.

Now, regarding his actions in the classroom we could notice that this participant is continually correcting students’ mistakes on pronunciation and grammar, as it can be corroborated in following excerpts:

“He called students again, students participated, and the teacher immediately corrected their pronunciation.

The teacher showed images of real people and asked students what they were wearing. They answered, he corrected their pronunciation.

The teacher interrupts the student and asks him what the preposition we use with a certain word is and keeps on correcting the student’s pronunciation.”
Therefore, we can see that there is a contradiction among the beliefs this participant holds regarding assessment and feedback, and what he did in this part of the lesson.

Continuing with feedback, Teacher B likes when a student makes a mistake, because he thinks it is positive for the whole class, given that in that way he can correct the student or asks the rest of them about the mistake made and improve their learning process. He thinks that mistakes are not grave, and that it is in fact a proof or evidence of the student’s advancement in the language.

"Si se equivoca, aún mejor porque uno se va a equivocar y con los demás en el salón se puede buscar el error y puedes corregirlo porque es un error y no es grave y es algo que muestra que el estudiante está en proceso de aprendizaje, justamente."

The aforementioned was totally observed during his classes, when he was correcting. He first asked the students if they knew the mistake by their classmate and then, he helped them to find it if they could not.

Concerning clarifying, error correction, supervising and giving examples which are within the feedback subcategory; participant B affirmed that he always explains to students that have questions or doubts, he clarifies the points that were not clear enough and that he also helps his students in the development of the assignments and exercises. He did not mention anything about the Giving examples aspect, indeed; we could observe that he does not do so, but comparisons or translations occurred when referring to vocabulary. What he answered in the semi-structured about
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clarifying is totally true in the practices too as well as the supervising part. He was walking around the classroom watching what the students were doing while working in group activities.
CONCLUSIONS

The main objective of this case study was to explore the relation between teachers’ beliefs and their classroom practices. In order to reach this there were set three specific objectives which are to identify the teachers’ beliefs about language teaching and language learning, to delineate the teachers’ practices in their EFL and FLE classrooms and to compare the teachers’ teaching beliefs and their classroom practices.

The first specific objective was achieved through the implementation of a semi structured interview and an indirect method which consisted on the participants drawing their own perception of them as teachers with these two instruments we could identify the two participants’ beliefs because of the answers and explanations they gave us. To delineate the teachers’ practices in their EFL and FLE classroom three observations were made for each one of them, these were video recorded and later transcribed and finally, in order to achieve the third objective we compare the answers of the interviews, the drawings’ explanations and the videos’ transcriptions.

Teachers’ perception about their roles is not always identified in the classroom practices. It means, that the roles they believe they take is not always related to the roles they usually play during the lessons, and even between teachers the different roles are comprehended in different ways.

Teachers are conscious of the type of interactions that occur in their practices; in this way it is demonstrated that there exists a direct relation in what they believe and the actual interactions that take place in their classroom. One of the participants uses the textbook to promote interaction among students meanwhile the other one prefers not to use it.
In relation to teachers’ beliefs about grammar we conclude that for both participants grammar is a remarkable aspect of language teaching, still both participants hold different perceptions of this competence. For example, Teacher A asserted that he focuses mainly on grammar because he is educating future teachers, and he believes that teachers should be aware of how language functions. Even though Teacher B is also instructing future teachers, the relevance of grammar for him is the necessity of building up understandable sentences. In regards to vocabulary, both teachers believe that teaching vocabulary is essential, but one of them pays more attention to it than the other one and effectively it could be appreciated during their pedagogical practices so that there is a relation between their assumptions and their lessons. Furthermore, concerning pronunciation, the importance of this aspect varies for each teacher. On one hand, teacher A believes that pronunciation is as important as other aspects of the language and that assumption is witnessed in his practices, while Teacher B thinks pronunciation is not highly relevant which can be observed in his lessons too; therefore, their beliefs and practices about pronunciation are directly related.

Respecting activities implemented in classes, both teachers plan activities bearing in mind the resources they own, but the reasons they consider for selecting the activities are different. Teacher A believes that students’ level is a remarkable factor when choosing the activities, whereas Teacher B believes that activities should be selected on agreement with the students.

With respect to the assessment category, one of the participants beliefs are connected to his actions in classroom, as he assess what he mentioned during the semi-structured interview. On the hand, teacher B is less consistent regarding the
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aspects he believes he assess the most, due to the fact that he stated to be more concentrated on the four language skills but during his practices it was observed that he assess in a higher percentage the linguistics competences such as: grammar and vocabulary.

In synthesis, although the relation between the participants’ beliefs and their practices was not always corroborated along the research, we can state that in fact there is a significant connection between them in some aspects of the teaching process of two foreign languages: English and French.

Finally, we faced several limitations when conducting this case study. First, the lack of national studies in the field of teachers’ beliefs, this represented a significant issue because we did not have enough information to take as reference for carrying out this research; thus, most of the articles cited in this paper were conducting in different contexts. Second, the paucity of guidance provided by Universidad de Sucre, we could not find any teacher with previous experience researching in this field that could help us during all the stages of our research. Another limitation was that we cannot ensure that participants’ answers were true, and that we only could observe 12 hours of classes.
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APPENDIXES

Appendix A

Semi structured Interview

1. ¿Qué aspectos consideras que son los más importantes en la enseñanza del idioma inglés/francés? (gramática, vocabulario, pronunciación, las cuatro habilidades de la lengua, otro) ¿Por qué?

2. De acuerdo a la siguiente tipificación de roles del profesor propuestas por Douglas Brown (2001), ¿cuáles los roles que tú frecuentemente adoptas en el aula? ¿Por qué? (Anexo A)

3. 4.- De acuerdo a las siguientes funciones que un docente de inglés/francés debe realizar en el aula, cuáles son las funciones que tú realizas en el aula la mayor parte del tiempo? (Anexo B)

4. ¿Qué tipo de estrategias de aprendizaje promueves en tus estudiantes? ¿Por qué?

5. ¿Qué rol esperas que tus estudiantes asuman en tu clase?

6. ¿Cuán útil, crees tú, que son los objetivos de enseñanza? ¿Les comunicas los objetivos a tus estudiantes?

7. ¿Cómo organizas los contenidos que vas a enseñar?

8. ¿Qué tipo de interacciones ocurren en tu clase: docente-estudiante, estudiante-estudiante, estudiantes, docente-estudiantes, etc.? 

9. Del siguiente listado de actividades tipo, ¿cuál(es) utilizas con más frecuencia en tus clases? (Anexo D)

10. ¿Qué importancia le asignas al texto que entrega la universidad para tus cursos?
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11. ¿Qué habilidad(es) evalúas con más frecuencia? ¿Por qué?
12. ¿Qué sistemas lingüísticos (pronunciación, gramática, uso de vocabulario) evalúas con más frecuencia?
Appendix B

Structured interviews

Teacher A
¿Cuál fue el propósito de esta clase?
¿por qué les explicó este tema?

Teacher B
¿Cuál fue la razón para que esta actividad se llevara a cabo de esta manera?
¿Qué pensaste cuando el estudiante contradijo tu corrección?