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THE ANALYSIS OF ENGLISH TEACHERS' BELIEFS ABOUT DIFFERENT
TEACHING METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

Tesis para optar al grado de Magíster en Lingüística con mención en Lengua
Inglesa

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Abstract

The main purpose of the present study is to discover ESL teachers' beliefs and what they describe as their own teaching practices. Besides, the purpose is to find out if their beliefs when giving a lesson are strong enough to coincide with other teachers' practices based on different approaches of second language instruction.

The analyzed corpus consists of 5 ESL Chilean teachers; 2 females and 3 males, all around the age of thirty years old. They all currently live and work in Chilean cities and have more than 5 years of teaching experience in different educational contexts. The eliciting technique was a structured survey, where the informants were asked to answer open ended questions, to face a lesson taught through three different teaching methods (Grammar translation, Audio-lingual and the Communicative approaches), to finally mark preferences in a Likert scale.

The results confirm the importance of having clear and strong beliefs, and how these determine the way we think, act and make decisions when giving an ESL lesson; which is consistent with the reviewed literature about teaching beliefs. Also, even though not all the participants were consistent in their responses, most of them showed coincidences between what they declare as their own teaching practices and what they believe about other teachers' instruction.

The study will benefit different actors belonging to the teaching context. First, ESL teachers will be able to understand which their ESL beliefs are, second, English institutions will have the opportunity to use this to know in advance what type of teacher they are hiring, and third, students learning English as a second language will be able to choose who the most suitable teacher is according to their needs. In general terms, this study will contribute to the field of teaching English as a second language.

Table of contents

1. Introduction

Beliefs have already been studied for several researchers due to their influence in people's behavior and consequently in all kinds of professional careers as well. As Puchta (1999) points out, all beliefs have an impact on people in terms of decision-making processes, solving-problem situations and even in the attitudes toward different tasks of each one's jobs, acting as guiding principles. The problem is that not many people are aware of the importance of beliefs and how they direct their decisions.

In the field of ESL teaching this is not different. The unawareness of how important beliefs are can be widely significant for teachers and consequently for all their students. What teachers say and do in classes is widely influenced by teachers' beliefs (Johnson, 1992). So, for every teacher the fact of understanding what preferences they have, what activities they like or dislike the most and what they think about other colleagues' lessons, provide them with the opportunity of being self-aware about their own weaknesses and strengths within the classroom. As a consequence of this, students are given classes in a safer environment, where their instructors are making conscious decisions about the activities they implement and the kind of teaching approaches they prefer using.

In this line of research, the importance of this study consists in contributing to the ESL teaching field. It is very well-known that this field has been studied throughout the years in different aspects, but despite being beliefs an essential part of it, it has not been a wide analyzed feature of research.

The present study will benefit different actors belonging to the teaching context. On the one hand, it will benefit ESL teachers in terms of understanding and accepting which ESL teaching approach they promote in their classes. Thus, this will make them consciously understand the focus of their lessons and which type of their students' outcomes might appear visible and which might not, after learning English as a second language through their different approaches.

On the other hand, the study can benefit any English institution which want to know in advanced what kind of teachers they are hiring; under what beliefs they give classes and what kind of activities they support and stimulate within their lessons. Besides, and inevitably, this process would benefit students, specifically the ones who want to take ESL lessons and know for sure what they need to improve. As teachers will reveal their teaching preferences, the institution in charge can provide each learner with the best teacher to supply each students' weaknesses using the most accurate teaching approach. As Johnson (1992) claims, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs, being students who would benefit the most.

The presentation of this thesis follows a logical sequence. First, the related literature will be reviewed, second, the research problem will be presented briefly explaining what has been researched and found out in relation to beliefs and why they are important in terms of research for this study. Then the objectives of the study will be presented, followed by the theoretical framework; section that encompasses all the necessary information regarding beliefs and teaching approaches in the teaching context. The next step will be to present the research questions and the methodology of the study where all procedures will be accurately described. Then, the hypothesis will be presented before the analysis and results section where all the data is exposed and deeply analyzed. Finally, the discussion will take place and conclusions will be given as well as the limitations of the present study.

This study intends to be a guide for teachers and institutions who teach English as a second language. Considering beliefs as a relevant aspect that influence decisions and judgment (Johnson, 1992); comprehending that the awareness of teachers according to the teaching approach they prefer to use can be widely beneficial for every student and all ESL institutions.

2. Research Problem

Beliefs have the power to influence people's personal and professional decisions, they work as guiding principles defining what people say and do.

If we place this in teaching contexts, beliefs work in the same way, influencing and manipulating everything what teachers do within a lesson, either because of their college preparation or because of their experience. When it comes to ESL teaching, beliefs become even more important. For an ESL teacher a wrong decision in terms of teaching approaches can affect significantly the students' learning process.

The existing problem is that not all the teachers realize how important teachers' beliefs are, they do not understand the impact that each approach has on their students and neither see nor recognize that students' outcomes when learning English as a second language are direct results of the approach they encourage in classes.

Therefore, this is the reason why this study wants to collect information about different teachers' beliefs: to compare if what they describe as their own teaching practice finally matches with their preferences when reading other teachers' practices, with the purpose of showing how the fact of being aware of them can benefit ESL teaching institutions.

3. Objectives

3.1.   General objective

3.1.1   To discover if what teachers describe as their own teaching practices relates to their beliefs when they read other ESL classroom practices.

3.2.   Specific objectives

3.2.1   To find out what teachers describe as their own practices.

3.2.2   To realize how teachers face English classroom practices that are based on different approaches of second language instruction.

3.2.3   To recognize if teachers' beliefs and choices about different approaches coincide with each other.

4. Theoretical Framework

In the field of teachers, and especially in the one that of ESL teachers, there are several relevant aspects that could influence teachers' performance within classrooms, such as teaching formation, personality, values and teaching experience, among others. In regard of this research, beliefs and teaching approaches/methods have also been considered by some authors as relevant aspects when giving an ESL class. In the following section, these important concepts and their definitions will be accurately explained with the purpose of understanding how crucial they are for this study.

4.1 Beliefs

It is of highly importance for this research to make readers clear about where beliefs come from, what they mean and what they represent for people in general. Thus, more specific definitions about beliefs in teaching contexts can be explained later on in this study.

4.1.1 General Definition

It is important to know and understand what beliefs are in order to comprehend why they might influence one person's life. In this line of research, and according to Puchta (1999), beliefs are guiding principles of people's behaviors and also are generalizations about cause and effect, which influence our inner representation of the world around us. These beliefs help us to make sense of the world in which we live in, and they determine how we think and how we act (p. 68-69). According to this author, people interpret new information and react to it on the basis of preexisting ideas about particular subjects, and these preexisting ideas are finally our personal beliefs.

Apart from the definition given by this author, it is necessary to bear in mind that there have been different studies related to the definition of beliefs, due to the fact that researchers do not seem to have reached the same consensus about the meaning of this complex concept.

For instance, according to Pajares (1992) defining beliefs is "at best a game of player's choice". He provides an extensive list of words as a reference of beliefs, such as attitude, values, judgments, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertories of understanding, and social strategy (p. 309). This author pointed out that a misunderstanding researchers have is the distinction between beliefs and knowledge. Some authors argue that they are the same, whereas others perceive that they are different. Pajares concluded that a distinction used commonly in most definitions is that "belief is based on evaluation and judgment while knowledge is based on objective facts" (p. 313). Consistently, the definitions used in studies on beliefs about language learning seem to reflect this argument.

After reading the list of words that the previous author gives, one can think that there is nothing else to describe what beliefs are. However, Peacock was another author dedicated to work on this concept. He mentioned a notion adopted from Richardson (1996) that says that beliefs are "psychologically held understandings, premises, or propositions about the world that are felt to be true" (p. 178), adding a psychological side to this concept that had not been mentioned before, which depicts the idea that beliefs are more than just preexisting ideas.

Furthermore, these authors interested in the topic, used the terms "opinions" and "ideas" or "views" to refer to beliefs; being their definition of beliefs the projection at some level of subjective and judgmental values, something that had not appeared before as significant in this matter.

After reading all these authors and their definitions together, one can summarize that beliefs constitute a central part of a person's life and therefore of a person's professional competences, due to the fact that they are crucial for the perception of situations as they influence our choice of actions.

Even though, all these authors do not match in their descriptions and definitions of this concept, they all coincide with the fact that beliefs do influence at a certain level people's perceptions and consequently the actions they perform, either psychologically or subjectively speaking.

4.1.2 Beliefs in teaching contexts

After understanding how beliefs work in general, one might understand easier that in all professions there are bases for our decisions and actions, which are our preexisting beliefs. When it comes to teaching context this is not different, teachers do have their own beliefs, pre-conceptions or conventions already, which shape the way they behave within their classes. The following author supports this through his three basic assumptions regarding teachers' beliefs:

> First, teachers' beliefs influence both perception and judgment which, in turn, affects what teachers say and do in classrooms. Second, teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret new information about learning and teaching, and how that information is translated into classroom practices. And third, understanding teachers' beliefs is essential to improving teaching practices and professional teacher preparation programs. (Johnson, 1992, p. 439)

As a result, one can infer that the effect of beliefs on teachers is that they influence the way they make decisions, design and interact in their classes. An author that developed the same conception after researching was Richards. He stated that a primary source of teachers' classroom practices is belief systems—the

information, attitudes, values, expectations, theories, and assumptions about teaching and learning that teachers build up over time and bring with them to the classroom" (1998, p. 66).

After understanding the significance of teachers' beliefs, it is essential to understand from where beliefs in teaching contexts come from. In order to do this, there is an author that clear explains its origin. Gabillon in 2012 mentioned that beliefs are formed earlier in life, and are the prototypes that serve as a kind of reference when L2 teachers are constructing their beliefs about their professions. In other words, these prototypes which constitute the L2 teacher's core beliefs reflect views of the society and form a kind of base on which the L2 teacher constructs other beliefs. In addition to what this author stated, Vibulphol, who also studied the topic, identified that all these prototypes that Gabillon mentioned come from a number of important factors which can influence teachers' beliefs and behaviors during their teaching practice, such as the students, the school curriculum, the textbooks used, their supervisors' beliefs and instructional practices, and their own experiences as language learners. In the same line of study, Borg, as mentioned in Gabillon (2012) affirmed that research in teacher beliefs provided evidence that teachers' prior experiences as learners inform their pedagogical beliefs and influence their teaching experience throughout their careers. Overall, this author considered the following three main factors to have an impact on teachers' beliefs formation: 1) prior language learning experience; 2) teacher education; 3) classroom practice.

Everything that all these three authors state rounds up the definition of teachers' beliefs; since they all coincide with each other from where beliefs come from, ESL teachers can easily realize the importance and the strong influence that beliefs have on them.

Moreover, and to support what has been previously said, consistent findings were revealed in Vibulphol (1992). This author examined the relationship between decision making and beliefs of nine ESL teachers. She found that teachers' beliefs

about second language teaching and learning influenced the curricula design as well as the selection of learning tasks and teaching approaches. The two groups of teachers, one focusing on grammar and accuracy and the other focusing on language for communication purposes, designed the curriculum and developed activities that were consistent with their beliefs. The teachers who were concerned about accuracy adopted a structural core for their curriculum design and developed lesson tasks which emphasized language code. In contrast, those who focused on the use of language for communication adopted a functional-based curriculum and developed activities that promoted student interaction in meaningful communication (p. 207). All this shows the impact that beliefs have on each teacher and his/her chosen methods to give classes; being ESL methods final outcomes, which are born from each teacher's personal beliefs. Relevant literature on foreign/second language teacher beliefs, and especially research done in educational psychology, have clearly demonstrated that teachers' beliefs about learning/teaching often lead them to modify the 'official theory' and adopt approaches that are compatible with their beliefs (Gabillon, 2012).

After considering what was previously mentioned, it is of highly relevance to mention that teachers' beliefs, like all other beliefs in general, also have a cultural aspect. Thus, beliefs are considered to be formed early in life and culturally bound. It has been widely stated that teachers' pedagogical knowledge (i.e. composed by theoretical and practical beliefs) is the result of the interaction between the teachers' past and present experiences within their social/cultural environments. On the other hand, teachers' beliefs are considered both practical and theoretical entities. However, many L2 researchers viewed teachers' pedagogical beliefs neither merely practical nor purely theoretical reflections of their professional education. As Gabillon claims, teachers develop and use a special kind of knowledge (e.g. a kind of belief/image) repertoire, which is a combination of both personal and theoretical reflections.

After reading these different points of view, one can see that what these authors have in common is that L2 teachers acquire their beliefs about teaching throughout their life experiences in society, prior schooling, professional education, and teaching experience.

Overall, teachers' beliefs about learning and teaching, whether explicit or implicit, whether cultural or not, do affect everything teachers say and do in their classrooms. Consequently, every method or approach chosen by teachers to teach English to their students as a second language, comes from the beliefs they have; simply choosing and doing what they think it could be more appropriate for their students.

4.2 ESL Teaching Approaches

When referring to English as a second language, there are several approaches which can be used by instructors. And as it has been mentioned before, each approach is finally chosen because of each teacher's belief. For the aim of this study just three of them were selected because of their particular features and differences. The chosen approaches are the following:

4.2.1 Grammar-translation Method

The grammar-translation method (also known as the classical method) was born at the beginning of the 19th century, and it was based on the belief that different kinds of knowledge were located in separate sections of the brain. Thus, learning another language provides the necessary mental exercise to develop the part of the brain believed to be earmarked for languages.

For teachers who decide to work with this approach, it is of highly importance to know that the main emphases of this method are the study of grammatical aspects of language and the use of translation as a means of ascertaining comprehension.

Apart from this, a teacher must be aware of the fact that among the features of this approach, communicating in the language is not a goal, so classes are taught primarily in the students' native language, and the teacher makes no effort to emphasize correct pronunciation of the language. Besides, grammar study is the focus of the lessons, with much rote memorization of grammatical aspects such as verb conjugations and recitation of rules that describe language functions. It is not surprising, then, that even students who spend several years studying English as a second language are not able to speak that language. What happens with this method is that much time is spent in learning about the language, but not learning about the language itself (Zainuddin, 2011).

4.2.2 Audio-lingual Approach

The Audio-lingual approach was born after World War II, in the 20th century when America and the U.S. government realized that people in general needed to learn foreign languages very quickly as part of its overall military operations, so the development of foreign language programs that formed students who could communicate effectively in those languages was essential in universities. Changes in the beliefs about how people learn impacted the teaching methodologies being developed, and based on the behavioristic psychology, the audio-lingual method took place.

In this method, the emphasis was on the memorization of a series of dialogues and the rote practice of language structures. The basic premises on which the method was based were that language is speech, not writing, and that language is a set of habits. It was believed that much practice of the dialogues would develop oral language proficiency and therefore a communicative competence[1], avoiding the use of the native language in all circumstances.

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[1] A speaker's internalized knowledge both of the grammatical rules of a language and of the rules for appropriate use in social contexts.

For teachers who decide to work using this approach, it is important to bear in mind that the belief is that students, through more practice, would form a habit and would be able to speak the language when needed. Although the intent is to develop fluent and proficient speakers by providing much oral practice of the dialogues and the use of numerous drills to help in this attempt, the reality is that language proficiency is not the outcome at all. After several years of this instruction, students still remember the dialogues but cannot speak the foreign language they have studied previously. Thus, something apparently obvious happens: the method is not successful at accomplishing the main goal since there is no opportunity provided for real communication to take place in the Audio-lingual classrooms (Zainuddin, 2011).

4.2.3 The Communicative Approach

This method started to be the center of language teaching discussions in the late 1960s, and its premises are mainly three. a) The communication principle: activities that involve communication promote the [2]acquisition of language. b) The task-principle: activities that engage students in the completion of real-world tasks promote language acquisition. And c) the meaningfulness principle: learners are engaged in activities that promote authentic and meaningful use of language.

The main goal for the learner in this approach is to become communicatively competent, and develop competency in using the language appropriately in given social contexts. Consequently, a lot of emphasis is given to activities that allow the second language learner to use the language to negotiate meaning.

The best phrase to summarize this method is "learning by doing," so teachers who decide to work with this approach should encourage the use of English from the beginning of instruction. Thus, language acquisition takes place as a result of using the second language in meaningful communication from the beginning of the process (Zainuddin, 2011).

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[2] A subconscious process in which a person is unaware of grammatical rules. The focus is on the message and not on the form of the language.

For teachers interested in working with these teaching approaches, some considerations should be taken into account before selecting which method is suitable for each group of learners. In the following chart, important theoretical and practical details are specified in order to understand ESL approaches better:

Method/Approach	Theoretical Assumptions	Practical Activities
❖ Grammar-Translation	- Language consists of structures and lexicon and is learned by studying those elements and using them to translate sentences and longer texts. -It is a "mental discipline", thought to be fostered through the analysis of complex grammatical structures.	- Reading and translating passages - Conjugation of verbs - Explanation of grammatical rules - Memorization of grammatical rules - Identification of affirmative, negative and interrogative sentences, etc.
❖ Audio-lingual	- It views language as a set of structures, including phonemes, morphemes, and syntax, patterns represented in dialogues and pattern drills. - It teaches listening and speaking before reading and writing. - The learning theory is behaviorism, which posits that	- Audiotapes - Language labs - Visual aids - Repetition of dialogues - Single Slot Substitution - Multiple Slot Substitution - Single or Choral Drilling - Completion of dialogues, etc.

		all learning occurs as humans respond to external stimuli and their response is either rewarded or punished, which serves to increase or decrease the behavior.	
❖ The Communicative		- It states that language is a system for the expression of meaning. - The primary function of language is for interaction and communication. - The structure of language reflects its functional and communicative uses. - The primary unit of language is not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.	- Information-gap activity - Interactive language games - Role-play activities - Social interactions - Language analysis activities - Information sharing activities, etc.

(Richards, J.C., & Rodgers, T.S., 2014).

For the sake of this study it is important to clarify that the investigator does not recommend these three ESL teaching approaches mentioned before as "the best ones" for an ESL class. They are not suggested as holistic approaches to language teaching. Of course, considering their pros and cons, there are certain aspects and techniques from the methods that are effective if they are properly used and in

combination with an appropriate range of other activities, but those aspects are up to each teacher according to the group of students that he/she might have.

The crucial point now is to keep in mind that teachers' beliefs and teaching approaches relate to each other, because they finally shape what an ESL class is. What teachers believe about each method pushes them to choose or not what they think as the correct or incorrect approach for each group of students. For this reason, to know each ESL method and its features deeply, provide teachers with a vast knowledge to selecting the right approach according to their student's needs.

5. Research Questions and Hypothesis

5.1 Is there any coincidence between ESL teachers' beliefs described as their own teaching practices and other teachers' practices when reading their lessons?

5.2 Do teachers have any specific preferences regarding ESL teaching methods?

5.3 Are there any particular beliefs in relation to ESL teaching that coincide among the participants?

As it has been exposed in the theoretical framework of this study, beliefs have been already studied for several researchers due to their influence in people's behavior and consequently in all teachers' practices as well.

Thus, all ESL teachers' beliefs have a great impact on what teachers do within a classroom in order to teach a lesson. Guiding from which attitude teachers face every class to which method and activities they will use.

Therefore, in this study it is hypothesized that ESL lessons are firmly and strongly influenced by teachers' own beliefs. Thus, what teachers believe they should perform is not altered when reading other teachers' practices which use different teaching approaches, due to the idea that teachers' actual practices in a classroom follow the belief that each teacher trusts on.

The fact of stating this hypothesis is born because there could be cases in which teachers believe in a particular way and don't perform that way, or do not believe but perform anyway because they are mimicking someone else's teaching style or they read or listened they should do so.

6. Methodology

The present study benefited from a qualitatively analysis divided into two phases. A survey phase and a qualitative study phase. The survey phase was aimed to obtain generalizable conclusions of beliefs about teaching instruction of ESL teachers who currently live and work in Chile. The qualitative study phase was to analyze in-depth information about beliefs and teaching approaches of five ESL teachers by taking into account the findings from all three data sources: survey, descriptions and a Likert scale.

6.1 Participants

Five ESL teachers, specifically two women who are around thirty years old and three men who are the same age. The three men and one of the women are from the South of Chile, and the other woman is from the capital city, Santiago. They all have more than five years of teaching experience in different places such as schools, institutes and/or universities. The male and one of the female participants have been and studied abroad and all participants have studied in public universities.

In the following chart relevant information is provided and given names are attributed to all participants with the purpose of maintaining their identity under anonymity:

Participant	Fiction Names	Grades Taught
Participant 1	Carlos	9th, 10th, 11th, 12th and college students.
Participant 2	Jose	7th, 8th, 9th, 10th, 11th, 12th and college students.
Participant 3	Kristel	5th, 6th, 7th, 8th, 9th, 10th and 11th.
Participant 4	Jaime	From kindergarten up to 6th, and adults.
Participant 5	Fernanda	From kindergarten up to college students.

6.2 Instruments

The present study has a survey as its main instrument. This survey consists of three parts. The first part, questions with open ended responses in relation to teachers' own beliefs regarding teaching practices. Here there are questions in relation to a) an ideal lesson, b) comfortable and avoided activities and c) different ESL methods for a lesson. The questions used were the following:

Teachers' Survey: Part 1

Answer the following personal questions:

1.1. How would you describe your ideal class? (Methodology, activities, etc.)

1.2. What kind of activities do you feel comfortable with?

1.3. What kind of activities do you avoid doing?

1.4. How would you feel teaching English through songs, tapes and audio in general?

1.5. How do you feel about teaching English through grammar rules?

1.6. How would you feel using real life situations to teach English?

The second part of the survey included questions related to an ESL lesson carried out through three different teaching approaches; Grammar-translation, the Audio-lingual method and the Communicative approach, which were neither explained nor labeled for the participants. Teachers were asked to read each lesson plan carefully and answer what they liked and disliked the most about each one, which best reflected their own beliefs about second-language teaching. The sample used was the next:

Teachers' Survey: Part 2

Lesson 1

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: -   The teacher explains the rules of the content.

-   Students translate sentences from their target language to their mother tongue to understand what the sentences say.

-   Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.

-   The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

-   Identify affirmative, negative and interrogative sentences

-   Understand the structure of the content

1. Do you like this lesson? Why? Or Why not?

2. Name the things you like or dislike the most.

Lesson 2

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: -   The teacher writes a dialogue on the board including the content implicitly.

-   Students read the dialogue aloud with a partner.

-   The teacher reads and models the dialogue in order to show the correct pronunciation.

-   Students are encouraged to drill the dialogue with a partner.

-   The teacher goes around the classroom to listen to every student and correct details in pronunciation.

- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.

- Establish patterns with the correct use of the content.

1. Do you like this lesson? Why? Or Why not?

2. Name the things you like or dislike the most.

Lesson 3

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: - The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.

- Students ask questions and then answer other questions which are asked by a partner.

- The teacher re-asks what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information

- Ask questions using the content implicitly

1. Do you like this lesson? Why? Or Why not?

2. Name the things you like or dislike the most.

The third part of the survey consisted of a Likert scale, taken and adapted from Survey Balli: Beliefs about Language Learning Inventory (Horwitz, 1987). This scale contained 15 statements, five of which represented each of the methodological

approaches toward second-language teaching previously used. What teachers only had to do was to choose numbers from 1 to 5 to express how much they believe or disbelieve in these statements, being 1: strongly disbelieve and 5: strongly believe.

Statement	1	2	3	4	5
1. I feel comfortable with the activities from lesson 1.					
2. To correct students' mistakes in pronunciation is crucial for their learning.					
3. Teaching English through real life situations is more meaningful for ESL students.					
4. Lesson 2 is the best way to teach English as a second language.					
5. Translation is a good way to teach English as a second language.					
6. Interviewing people in the target language provides ESL learners with a meaningful activity.					
7. To ask and answer questions in the target language is helpful for ESL learners.					
8. Learning grammar rules is an important part for ESL teaching.					
9. To read aloud in the target language is beneficial for ESL learners.					
10. It is important to practice English by listening to dialogues and drilling them.					
11. Activities related to students' real lives are helpful for ESL learners.					
12. To translate sentences from English to the learners' mother tongue is beneficial for them.					
13. When teaching English as a second language, I definitely rely more on the activities from lesson 3.					
14. To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.					
15. For ESL learners, it is very important to speak English with a correct pronunciation.					

6.3 Procedure

First of all, the five teachers were asked if they wanted to participate in the study. Upon agreement, they signed a letter of consent to be able to answer the survey. Then, the teachers that agreed to participate answered the three parts of the survey privately.

As some of the participants were in the South part of the country, the letter of consent was scanned by them with their signature on it, and the survey was sent via e-mail. For the teacher who was in the capital city, the survey was delivered face to face giving freedom to answer it whenever the person wanted to do it.

In relation to the time to answer they had no limit. They could take 3, 5, a week or more days to answer the survey and return it, because as it was exposed in the letter of consent, their responses were of high importance for the study so their answers needed to reflect their truly thoughts about the covered topics. Because of this, there was neither a minimum nor a maximum number of words, forcing them implicitly to write conscious responses about what they really thought and believed about the three parts of the survey.

After gathering all the data, data analysis procedures were done, which will be accurately described in the following section.

6.4 Data Analysis

After collecting all the data, the analysis was done considering each part of the survey phase with the questions presented through it, and the qualitative study phase afterwards.

6.4.1 Survey Phase Transcription: Part 1

In this part, question 1.1 related to participants' ideal class was fully transcribed participant by participant with the purpose of having a real depiction of what each participant said. The chart looks like the next one:

Participants	How would you describe your ideal class?
Carlos	

For questions 1.2 and 1.3 related to participants activities which they feel comfortable with and activities which they avoid doing, their answers were categorized into two columns to show them clearly, using verbs such as "like", "prefer", etc., to show preference, and also "dislike", "avoid", etc. to show rejection. The sample used is the following:

Participant 1	Preferred Activities	Avoided Activities
Carlos		

For questions 1.4, 1.5 and 1.6 related to ESL teaching methods, all participants' responses will be completely transcribed under the next categorization:

Participant 1	Songs, tapes and audio in general	Grammar rules	Real life situations
Carlos			

6.4.2 Survey Phase Transcription: Part 2

For the analysis of this section each participant answered two questions related to a lesson given through three different teaching approaches. For the aim of this study each lesson is labelled here (what was not done in the real survey) and all participants' responses will be fully written down. The sample is the next:

Participant 1: Carlos

Lesson 1: Simple Present through Grammar translation method

➢ Do you like this lesson? Why? Or Why not?
➢ Name the things you like or dislike the most.

The same questions will be used for all the participants and for lesson 2 and 3 which cover simple present tense through Audio-lingual Method and simple present through the Communicative Approach.

6.4.3 Survey Phase Transcription: Part 3

For the analysis of the last part of the survey, which includes a Likert scale, three different results will come up. In the first one each of the 15 statements will be put separately with its corresponding participants' choices. Responses that correspond to numbers 1 and 2 will be considered under the category of "believe", numbers 4 and 5 under the category of "disbelieve" and number 3 will be considered as "neutral" for further research in the next sections. The sample looks like the following:

Statement 1: I feel comfortable with activities from lesson 1.					
	1:Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					x
Jose	x				
Kristel				X	
Jaime	x				
Fernanda		x			

Secondly, and after stating participants' responses individually, their responses will be stated as a whole, assigning percentages to summarize teachers' choices. The sample is the next:

Statement Number	Agreement	Neutral	Disagreement
1	40%	0%	60%
2	60%	20%	20%
3	80%	20%	0%
4			
5			
6			
7			

Thirdly, each of the 15 statements will be categorized according to the three teaching approaches, having 5 statements under the definitions of Grammar-translation method, 5 more under the Audio-lingual approach and 5 under the description of the Communicative approach (of course, participants were not aware of which statement belonged to each approach). Considering participants' choices from numbers 1 to 5, these will be counted to get a result where the highest per category is 25 points. Here the chart used will be like the following:

Teaching Approach	Statement N°	Participant	Total Points
Grammar-Translation	1, 5, 8,12,14	Pedro Jose Kristel Jaime Fernanda	
Audio-lingual	2, 4, 9, 10, 15	Pedro Jose Kristel Jaime Fernanda	
Communicative	3, 6, 7, 11, 13	Pedro Jose Kristel Jaime Fernanda	

6.4.4 Participants' coincidences

As the last part of the data analysis of this study, each participant's response to each part of the survey will be summarized with the purpose of finding out how consistent these teachers are with their answers. The chart used will look like the following:

Participant 1: Carlos

Survey Part	Overall responses
8.1 Ideal class	
8.1.2 Preferred and Avoided activities	
8.1.3 How do you feel teaching through…?	- **Songs, tapes and audio in general**: - **Grammar rules: - Real life situations:**
8.2 Do you like it? Name the things you like and dislike the most of a lesson taught through…	- **Grammar Translation method:** - **Audio-lingual method:** - **The Communicative approach:**
8.3 After the analysis of the Likert Scale, the score for each method is:	- **Grammar Translation:** - **Audio-lingual:** - **The Communicative:**

Thus, all these instruments will help to find out teachers' beliefs and will help to analyze the data in order to see their relation when reading other ESL teachers' lessons, where different approaches are used.

7. Analysis and Results

As indicated in section 6.1 above, the collected data consisted of 5 English teachers; 3 males and 2 females, who have been working for more than five years giving ESL lessons in different teaching contexts.

The aim of this section is to report the findings in the data, and second, to respond to the research questions, which were the following:

- Is there any coincidence between ESL teachers' beliefs described as their own teaching practices and other teachers' practices when reading their lessons?
- Do teachers have any specific preferences regarding ESL teaching methods?
- Are there any particular beliefs in relation to ESL teaching that coincide among the participants?

From these results and their analysis, one could discover firstly, if what teachers describe as their own teaching practices relates to their beliefs when they read other ESL classroom practices. Secondly, one can realize how teachers face English classroom practices that are based on different approaches of second language instruction. Thirdly, it is possible to find out what teachers describe as their own practices, and finally, to recognize if teachers' beliefs and choices about different approaches coincide with each other. Moreover, through the analysis of this data, one can discover if ESL lessons are firmly and strongly influenced by teachers' own beliefs or not; all interrogations under the line of the objectives, research questions and hypothesis of this study.

The results section has a logical structure. First, survey part 1 will be fully transcribed participant by participant, second, survey part 2 will be presented in order to show what each participant answered to a lesson taught thorugh three different teaching approaches, and third, the Likert scale will be explained through three different analysis.

7.1 Survey Transcriptions: Part 1

7.1.1 The following chart reflects the participants' answers in relation to part 1 of the survey, specifically question 1.1 "How would you describe your ideal class?" Question directed to answer objective 3.2.1 of this study related to find out what teachers describe as their own practices.

Participant 1	How would you describe your ideal class?
➢ **Carlos**	Even though the question is about the ideal class, I have to say that it depends. I don't have a certain methodology that I use all the time or a favorite activity. My ideal class is one in which the students participate actively, not merely as receptors of "knowledge". I think that as a teacher it would be very easy to lecture students about whatever it is they have to learn, but I don't feel very comfortable with that. I don't feel very comfortable with planning my classes either. Don't get me wrong, I do plan them. But I don't like planning every minute in my class, I just have some general guidelines so that I know what I have to teach. For me, an ideal class is one in which students ask a lot of questions and make a lot of comments. I like that because through their questions and comments I know that students are interested in learning.

After reading Carlos' answer, one realizes that he does not follow a certain methodology, he does not plan the whole lesson and gives a lot of time for his students' questions and comments. He also mentions his interest in having students "actively participating" to avoid having just "receptors of knowledge", and through this, he can realize if their students "are interested in learning" or not.

The idea that he dislikes to have students as "merely receptors of knowledge" demonstrates his real concern about students learning processes. He actually knows and says that "it would be easier for him to lecture students about what they have to learn", but he prefers to do so in the way he believes is more advantageous for his students learning, which is "actively participating".

After reading and analyzing Carlos' response, one can realize that his description of an ideal class maps into the communicative approach. As discussed in section 4 of this study, in this approach "the primary function of language is for interaction and communication" (Richards, J.C., & Rodgers, T.S., 2014).

Participant 2	How would you describe your ideal class?
➢ **Jose**	For me the ideal class should always have a clear objective, one that not only the teacher but also students should be aware of. During the class, teachers should start with a warm-up in order to introduce the topic as well as get the students attention. After that, the information is presented and in class activities are carried out. These must be guided and monitored by the teacher so they can answer any question that might come up. Check their work and assess their progress is also very important as well as leaving time for any kind of question that they might still have. At the end, the class must be concluded appropriately by taking a few minutes to go over concepts learned during the class.

When reading Jose's response, one could immediately notice that he names all the parts that his ideal lesson should have, the order and the steps that he follows. Besides, he believes that the objective and the contents of the class are of high importance, because from the "warm-up activity that he uses to introduce the topic",

he goes to in-class activities to practice it and then he finishes with an overview of the class, which he remarks when he says that the class should be concluded "appropriately"; something that could also be understood as part of his organized and structured way of giving a lesson.

Within the teaching context, one could think that these three steps (introduction, activities and closure of a lesson) are very normal and feasible in any lesson and for any teacher, but the reality is that not all the teachers worry about them and actually if they run out of time they just skip them in order to go straight to the content-based activities without thinking about students' learning processes. All this makes Jose a very rigid teacher in terms of lesson plans.

This participant also shows a clear concern about students' development of activities. He mentions that "activities must be guided, monitored and assessed by a teacher", what clearly reveals the emphasis that he puts on his students' work, not simply carrying out activities but doing them appropriately.

In the case of this participant, and considering just this first answer of the survey, it is not very clear if he has a tendency towards a particular ESL teaching method or not. As he describes his ideal class in terms of structure more than methodology, one is not able to find out a clear approach from his described lesson.

Participant 3	How would you describe your ideal class?
➢ **Kristel**	I imagine that my ideal class would have no more than 25 students. The most important thing for me would be that students could get the greatest possible advantage from the audiovisual resources and could deduce from their own learning through the proposed activities. I would use a lot of listening activities and make them talk as much as possible.

After reading Kristel's response one can immediately see her concern about the number of students per class, because she mentions as the first element of her ideal class, "a group of 25 students". She also comments that the most important thing for her is that students could "deduce the contents through the proposed activities", something that shows that she might probably give more [3]deductive lessons instead of [4]inductive ones.

Through this response, one can see how Kristel certainly shows an ESL tendency towards the Audio-lingual method. First, she states that students should take "the greatest advantage from the audiovisual resources" and then she mentions the importance of using a lot of listening activities to make students practice as much as possible; both features described in the theoretical framework of this study as part of the Audio-lingual method.

Participant 4	How would you describe your ideal class?
➢ **Jaime**	It would be one in which the students feel motivated and willing to participate. Games and songs are the core of the lesson and the students take part of it in an active way. The teacher introduces the topic or main idea but the children are the ones who do all the work. The main skills developed are listening and speaking.

In the case of the fourth participant, his answer was very concise. He gives a strong importance to the idea that he wants students feel "motivated and willing to participate", what gives the idea that he promotes student-centered lessons. To support this idea, he later mentions the detail that the teacher just "introduces the topic" but "students are the ones who do all the work" and the class.

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[3] In a deductive instruction, the teacher conducts lessons by introducing and explaining concepts to students, and then expecting students to complete tasks to practice the concepts; this approach is very teacher-centred.
[4] In an inductive instruction is a much more student-centred approach and makes use of a strategy known as 'noticing'. (http://www.educ.ualberta.ca/)

In Jaime's case, one can see that his preferred ESL approaches would be the Audio-lingual or the Communicative one, because he describes "games and songs as the core" of his ideal lesson, together with "listening and speaking skills". As there is not enough information about what kind of songs and games he chooses for his lessons, both approaches could fulfill his idea of a class, in both students can practice listening and speaking so this teacher might use both approaches within a lesson or sometimes might choose one instead of the other depending on the objective of his class.

Participant 5	How would you describe your ideal class?
➤ **Fernanda**	It is difficult to imagine such a thing; there is always something that can be improved, and that keeps me away from my ideal class. My ideal class should have 20 students as a maximum. To be honest, I don't feel confident talking about methodology because I have forgotten a lot of key concepts, but I like lessons where the students are free to debate on a topic, and therefore they are forced to pay attention to what the other students say, and to justify their opinion by providing examples.
	Activities:
	a) Topic presentation: let's say the environment vs the economic growth. The students brainstorm words and ideas about the topic.
	b) Vocabulary match: students receive a list of words related to the topic and they have to pair the synonyms, so they would use varied vocabulary.
	c) Debate: the students are divided in groups of three or four. Half of the groups have to think in the pros of economic growth and the others in the cons. Then the groups are mixed and they have to debate using the ideas

| | they previously discussed. Even though it is a guided discussion; they have the opportunity to communicate. |
| | d) Feedback: the teacher writes on the board a list with the mistakes the students made during the activity and asks them to identify the mistakes and to try to correct them. If the students cannot deal with the mistakes, the teacher explains why they are wrong. |

After reading this fifth participant's response, one can firstly see that she has given the deepest and the most detailed answer among the rest of the participants.

First, she accepts that she has "forgotten key concepts related to methodology", so she feels uncomfortable talking about what it would be her ideal class. Then, she assumes that she does not give perfect lessons and therefore there is always something that needs to be improved in her classes. After explaining this, she declares that her ideal class "should not have more than 20 students", she does not say why, but reading through, one can notice that it is because of the type of activities she wants to implement, what gives the idea that she is very aware of what she is doing within her lessons.

In relation to the activities, she mentions that she likes lessons where students are "free to debate", are "forced to pay attention to others and justify their opinions". Then she lists the activities that she would use in her ideal class and they perfectly match with her idea of making students talk. It is noticeable here that she is structured as well, she presents the topic, provides students with vocabulary related to the topic of the class, organize the debate, force them to listen to each other and then to respond freely. No interventions take place here, she shows all students' mistakes at the end of the lesson, giving feedback when necessary.

After analyzing all this, one can clearly affirm that Fernanda mainly follows a communicative approach within her ESL lessons. She has described steps, activities

and features under the line of this method, even when she assumes she has forgotten key concepts, she follows these kinds of activities anyway.

7.1.2 As the next step of this analysis and to continue presenting participants' survey responses, the following charts reflect participants' answers in relation to part 1 of the survey, specifically questions 1.2 and 1.3 "what kind of activities do you feel comfortable with?" And "what kind of activities do you avoid doing?" Both helpful questions to answer objective 3.2.1 of the study again. Their answers have been transcribed participant by participant under the name of "preferred" and "avoided" activities, considering verbs such as "like", "prefer", etc., to show preference, and also "dislike", "avoid", etc. to show rejection toward different activities.

Participant 1	Preferred Activities	Avoided Activities
Carlos	- I like teaching grammar a lot. - There are 2 activities that I really really like. The first one I call "spot the mistakes". It is very simple. I give the students a handout with sentences and questions that have mistakes, some of them related to grammar or vocabulary, depending on the content of the class. What they have to do is find and correct the mistake. The other activity that I like is giving students a lot of answers, but no questions. Of course, what they have to do is write an appropriate question.	- Although there are some activities that I don't find particularly fun, I don't avoid doing them. - I simply try to avoid activities that I know will make my students feel uncomfortable or activities that I know will be doomed to fail. If I know my students hate acting, I won't consider plays. If I am in a class with third graders I won't talk to them about grammar rules because I know nobody will listen to me.

Considering this part of the survey one can confirm, as it was previously discussed, that Carlos is always worried about his students' comfort and that he is a very flexible teacher when choosing activities for his ESL lessons. At the same time, one can immediately see that Carlos describes that he "really really likes" two activities under the line of grammar-based lessons. Even when he previously described his ideal class in terms of the communicative approach, here different preferences showed up.

Participant 2	Preferred Activities	Avoided Activities
Jose	- As a teacher, I feel more comfortable with speaking activities. Because I feel like students are more engaged when they realize that they can produce.	- I can't recall a certain activity that I would completely avoid doing. Different activities work with different strategies. Since students have diverse skills the more activities, the better so that everyone feels comfortable in the class.

Here, Carlos follows his tendency, as it was previously stated, towards the communicative approach. He says he "feels more comfortable with speaking activities", because his students are more engaged when they realize that "they can produce" the target language. In spite of saying that he does not have an activity that he "would avoid doing", he names "speaking" and "production" as preferred things in his lessons.

Participant 3	Preferred Activities	Avoided Activities
Kristel	- I feel comfortable with listening activities because I think they are challenging and make students feel good when they complete them.	- I do not like to make students watch movies, I prefer to make them watch a short video and then complete a set of activities. In that way they have fun and learn at the same time.

When reading this, it seems to be an inconsistent response. She declares to "feel comfortable with listening activities" but she "does not make her students watch movies, just short videos" to ask them to "complete activities". As this participant neither explains what kind of activities she wants to carry out and nor clarifies why a video and not a movie, it is complicated to discover if she has a real tendency towards the Audio-lingual method or not.

Participant 4	Preferred Activities	Avoided Activities
Jaime	- I like activities that involve movement and noise. I love to have fun in the class. - I work with little children and playing games is an essential part of their lives.	- I try to avoid working with technology, like computers or cell phones. Children are so used to playing with these devices that the class seems to be a bit boring.

After reading Jaime's response, one can see his preference towards "games and activities with movement and noise", and also his rejection to "technology". The same he described in the first part of the survey. But, as he does not explain in detail the purpose, the kind and the name of the games it is hard to affirm whether he promotes a communicative or audio-lingual approach.

Participant 5	Preferred Activities	Avoided Activities
Fernanda	- I like activities that involve participation and attention from the students, activities that require some interaction among the students, and that lead them to share personal experiences.	- I avoid pure grammar because I think it doesn't serve the final purpose of my courses, which is communication. I mean if I have to include some grammar, I do it, but in context, emphasizing the intention of that grammar unit and how they need to use it real life situations.

After reading this response, one can confirm that this participant prefers using a communicative method within her lessons. The fact that she prefers "activities that require some interaction among the students, and that lead them to share personal experiences", makes her discard grammar and audio activities as key elements in her lessons.

7.1.3 The following chart reflects participants' answers in relation to part 1 of the survey, specifically questions 1.4, 1.5 and 1.6 "How would you feel about teaching English through songs, tapes and audio in general?", "How do you feel about teaching English through grammar rules?" And "How would you feel using real life situations to teach English?" Questions directed to answer objective 3.2.2: how teachers face English classroom practices based on different approaches of second language instruction.

These have been transcribed one by one under the next categories:

Participant 1	Songs, tapes and audio in general	Grammar rules	Real life situations
Carlos	- I like it. - I have done it in the past and I would do it again. It is difficult to find a song or an artist that everybody likes, especially if you have 40 students in your class, but one should try to find something that at least doesn't make people frown.	- I just hands down love it. One has to be careful when to do it: teaching English to little kids through grammar rules is just a waste of time.	- I like it. - I have done it and I have experienced it as a student as well. You always get some laughs when you do it and I think that students always will want to have some fun in the classroom.

When reading this, one can realize that this teacher has used and implemented the three methods in his lessons. He does not reject any of them, but he shows a strong preference to the use of grammar rules within an ESL lesson when he says "I just hands down love it".

Participant 2	Songs, tapes and audio in general	Grammar rules	Real life situations
Jose	- Any kind of audio material is useful for students. They are able to develop another skill by receiving a different input.	- I feel like teaching English through grammar is kind of old school. When teachers use a different approach like the communicative approach from the beginning personally, I feel like students start producing more. In other words, grammar rules work not for everyone.	- Bringing real life situation to the classroom makes the learning more meaningful, it is more fun and students seem to understand better the whole purpose of learning a second language.

After reading Jose's response, it is clear that he definitely believes that the communicative approach is the best option for his ESL lessons. He does not reject the audio material, he criticizes activities based on grammar and recognizes that "students start producing more" when teachers choose the communicative approach.

Participant 3	Songs, tapes and audio in general	Grammar rules	Real life situations
Kristel	- I really like listening activities because they connect students with real situations and, in the case of songs, students enjoy listening to their favorite singers or bands.	- I think it's necessary in certain schools and in certain grades. I teach a lot through grammar rules, the key is to make the lesson funnier.	- I think every teacher would like to take their students to real life situations because in that way students connect their learning process to their lives, so studying English language would make sense to them.

In the case of Kristel, she has positive comments to these three kinds of activities and she does not reject any of them. She says that audio activities "connect students with real life situations", grammar activities "are necessary" and she teaches them a lot, and in the case of real life situations, she thinks they are a way of connecting "their learning processes to their lives". As a consequence, none of the three approaches seems to be more favorable than the others for this participant.

Participant 4	Songs, tapes and audio in general	Grammar rules	Real life situations
Jaime	- I enjoy working with audio and songs, since it allows the teacher to see a different side of the students. Besides, most of the voices and songs in the audio tracks are entertaining and fun to listen to.	- I don't like it at all, to be honest. I get bored when I have to explain grammar rules in detail.	- I feel quite comfortable using these activities, because the students have the opportunity of talking about their own experiences and they share that with the class in a very enthusiastic way.

According to this participant's answer, there is not a unique tendency for Jaime when giving an ESL class. He immediately recognizes not to like activities with grammar rules. He shows more preference towards audio and real life activities, and as he does not say anything negative for these two methods, they both could be part of his lessons.

Participant 5	Songs, tapes and audio in general	Grammar rules	Real life situations
Fernanda	- Actually, I have done it and it feels great because the kids don't even realize they are being taught like in a normal proper lesson. So, I think it is very important to adapt the teaching style and the activities according to the stage the students are going through.	- I feel like an old boring teacher. - I avoid using explicit grammar in my classroom.	- It feels very useful. - The students show an extra motivation to engage in a discussion about the topic because they already have an idea or an opinion about the topic, and they know that probably they will come across with a similar situation in real life.

After reading Fernanda's response, one can realize that she rejects teaching through grammar activities. She expresses to have used audio activities and real life situations in her lessons, so both of them seem to be accepted methods of giving a lesson for her.

7.2 Survey Transcription: Part 2

In this section, each participant's response regarding teachers' survey part 2 will be fully transcribed. For the reader to remember better, this section included a pair of questions in relation to a class in which the same content was taught methodologically different. Thus, each lesson will be labelled now according to its corresponding ESL teaching method (which was omitted for the participants), in order to have a rich image about what the participants declared to believe in. This section will help to answer objectives 3.2.2 of the study, related to realizing how teachers face English classroom practices that are based on different approaches of second language instruction.

The sample lessons used were the following:

Lesson 1

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: -   The teacher explains the rules of the content.

- - Students translate sentences from their target language to their mother tongue to understand what the sentences say.
- - Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.
- - The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

- - Identify affirmative, negative and interrogative sentences
- - Understand the structure of the content

Lesson 2

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: -   The teacher writes a dialogue on the board including the content implicitly.

- Students read the dialogue aloud with a partner.
- The teacher reads and models the dialogue in order to show the correct pronunciation.
- Students are encouraged to drill the dialogue with a partner.
- The teacher goes around the classroom to listen to every student and correct details in pronunciation.
- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.
- Establish patterns with the correct use of the content.

Lesson 3

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: -The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.

- Students ask questions and then answer other questions which are asked by a partner.
- The teacher re-asks what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information
- Ask questions using the content implicitly

Now that the three sample lessons were shown, each participant's response will be fully transcribed in order to know what they think about each ESL teaching approach.

7.2.1 <u>**Participant 1**</u>**: Carlos**

7.2.1.1 <u>Lesson 1</u>: Simple Present through Grammar-Translation Method

➢ *Do you like this lesson? Why? Or Why not?*

I feel there is something missing which is crucial to indicate whether I liked this lesson or not: the students' ages. I have the impression that this activity could prove effective if students were adults. I have worked with adults and they seem to feel very comfortable with rules, structures and things like that. On the other hand, I think that if the students were primary school kids, I'd just lose their attention and probably they wouldn't complete the activities.

➢ *Name the things you like or dislike the most.*

I really liked the sort of transition from affirmative to negative sentences and questions and backwards. I think that when working with grammar it is very important to make sure that all processes are covered. I also liked the beginning of the class: the rules are explained straightaway, leaving no time for misunderstandings or confusion. What I didn't like was that the translation is only from the TL to the mother

tongue. I think that translating from the mother tongue to the TL could also be beneficial.

7.2.1.2 <u>Lesson 2</u>: Simple Present through Audio-lingual method

> *Do you like this lesson? Why? Or Why not?*

If I removed the last activity I would really like this activity because it would basically successfully cover what a good pronunciation class should have. The last activity doesn't convince me because I don't think that the students will have enough practice as to be able to find out the missing parts of grammar all by themselves. Maybe if the teacher helped them it would be more effective. Besides, it says that the students are going to drill the dialogue again, but it doesn't say if the teacher is going to model the dialogue first.

> *Name the things you like or dislike the most.*

I like the way in which the pronunciation is covered: the teacher models the dialogue, then the students practice it and while this happens, the teacher makes sure he listens to all the students to correct possible mispronunciations. What I didn't like very much is the way in which the teacher tries to reach the last outcome. I don't have a problem with teaching grammar without being so explicit about it, but I do think that this method could require a little bit more practice. It is true that students will be drilling the dialogue for some time, but they will be paying attention to pronunciation, not grammar, so I don't know if only by repeating one dialogue for a short time they will be able to understand how simple present works.

7.2.1.3 <u>Lesson 3:</u> Simple Present through the Communicative approach

> *Do you like this lesson? Why? Or Why not?*

> *Name the things you like or dislike the most.*

I like this lesson because it seems to be fun, especially if this were to take place in a class where students don't know each other very well. However, I'm a bit curious: what happens if a (or some) student asks a lot of incorrect questions? Is somebody going to correct that student?

I like the fun tone this activity has. What I don't like is that nobody seems to be making sure that the students are in fact asking (from a grammatical point of view) correct questions.

Carlos has recognized likes and dislikes in the three sample lessons. Even though he shows his concern about certain things that are not specified within each lesson, he declares to like the three of them and he did not discard any emphatically. Important things to remark here are for instance that he assumes to "really like the sort of transition from affirmative to negative sentences and questions and backwards", also that he likes to have "the rules explained straightaway", and when he was asked about the audio-lingual lesson he said "I do not have a problem with teaching grammar without being so explicit about it, but I do think that this method could require a little bit more practice". Finally when he was asked about the lesson taught through the Communicative approach he said "I like the fun tone this activity has. What I don't like is that nobody seems to be making sure that the students are in fact asking (from a grammatical point of view) correct questions". All this shows that even when he did not reject any of the lessons he kept showing his interest in relation to the Grammar translation approach, adding comments and bringing back the grammar tone all the time.

7.2.2 **Participant 2: Jose**

7.2.2.1 <u>Lesson 1</u>: Simple Present through Grammar-Translation Method

➤ *Do you like this lesson? Why? Or Why not?*

No, it is too structured and would lose the focus of the class after a few minutes. Plus, translating and producing the language are two different things. Our students need to think in English, not think in their L1 and translate into their target language.

➤ *Name the things you like and dislike the most.*

Same as previous answer.

7.2.2.2 <u>Lesson 2</u>: Simple Present through Audio-lingual method

➤ *Do you like this lesson? Why? Or Why not?*

Sort of, this kind of activity show students how certain words are pronounced as well as certain grammar structures.

➤ *Name the things you like and dislike the most.*

What I don't really like is that the outcome does not compare to the amount of time consumed to carry out the activity. It works in low level classes, though.

7.2.2.3 <u>Lesson 3:</u> Simple Present through the Communicative Approach

➤ *Do you like this lesson? Why? Or Why not?*

Yes, I do like this one. Out of the three it's the most useful. Here we focus on what the students are producing. It is a student-centered class and for me communication is produced more easily.

➤ *Name the things you like and dislike the most.*

I like that the activity centers on communication which is the ultimate goal of EFL.

In the case of Jose, he honestly recognizes lesson 3 as one that he likes and consequently that he might use within his lessons. He assumed not to like lesson 1 saying that "it is too structured" and partially liked lesson 2 saying that "the outcome does not compare to the amount of time consumed to carry out the activity". Actually, he did not find any likes in lesson 1 and he identified likes just in lesson 3, what is shown through comments like "I like that the activity centers on communication which is the ultimate goal of EFL" and "out of the three it's the most useful".

7.2.3 <u>**Participant 3**</u>**: Kristel**

7.2.3.1 <u>Lesson 1</u>: Simple Present through Grammar-Translation Method

> *Do you like this lesson? Why? Or Why not?*

I have used this lesson many times. I can't say if I like it or not, but it's very useful when students do not know anything about grammar structures.

> *Name the things you like or dislike the most.*

The thing that I like from this lesson is the order because students can write grammar rules and study them. When they do not know anything about English language, it's good for them to have rules and examples written so they can check them whenever they want.

7.2.3.2 <u>Lesson 2</u>: Simple Present through Audio-lingual method

> *Do you like this lesson? Why? Or Why not?*

I really like this lesson because students learn and practice at the same time. It's very useful to correct mistakes and they feel close to English language.

> *Name the things you like or dislike the most.*

I like when students write the dialogue and practice it with their partners because they realize the mistakes they make by themselves.

I sometimes dislike the process of monitoring because students tend to do other things instead of practicing when the teacher is not looking at them.

7.2.3.3 <u>Lesson 3:</u> Simple Present through the Communicative Approach

➢ *Do you like this lesson? Why? Or Why not?*

I do like this lesson because it's very entertaining for the students to go around the classroom asking things to their classmates. However, this is not a lesson that I commonly use because many of my students do not speak English at all, so they ask the questions in Spanish and then translate them into English language.

➢ *Name the things you like or dislike the most.*

I could say that I like the fact that students communicate in real life situations so the activity is more meaningful for them.

In the case of this third participant, she declares to have used the three lessons so far. She does not reject any of them and recognizes benefits from the three of them regarding students' learning processes. According to her response one could see a more clear preference towards lesson 3 because of her emphasis when saying "I do like this lesson because it's very entertaining", also when she says "I like the fact that students communicate in real life situations so the activity is more meaningful for them" and finally when she recognizes the fact "I do like this lesson".

7.2.4 **Participant 4: Jaime**

7.2.4.1 <u>Lesson 1</u>: Simple Present through Grammar-Translation Method

➢ *Do you like this lesson? Why? Or Why not?*

I did not like this lesson because it does not encourage students to use the language or be creative with it. On the contrary, it presents a non-realistic language situation that they have to answer and transform in a mechanical way and which will be of no use in their lives. Besides, the activities are so dull, that it looks as if the teacher didn't want to teach that lesson. For me, their only purpose is to keep the

students busy and quiet, so it looks as if they are actually doing something productive during the class, when they are clearly not.

> *Name the things you like or dislike the most.*

- Translating sentences to their mother tongue

-Transforming sentences from one form to the other

7.2.4.2 <u>Lesson 2</u>: Simple Present through Audio-lingual method

> *Do you like this lesson? Why? Or Why not?*

I did not like this class, because even when the students are using the language, they have a fixed pattern to follow, so they are not really communicating, just reading.

> *Name the things you like or dislike the most.*

I liked the fact that they are practicing pronunciation. I did not like that they are just repeating things without real comprehension*.*

7.2.4.3 <u>Lesson 3:</u> Simple Present through the Communicative Approach

> *Do you like this lesson? Why? Or Why not?*

I liked this lesson better because it allows the students to share information with the rest of the class using the language in a relaxed way. It also creates the perfect moment for the students to talk about themselves, which is something they love to do.

> *Name the things you like or dislike the most.*
- Expressing personal information
- Language is used in natural way.

In the case of Jaime, he immediately recognizes not to like lesson 1 and 2, even omitting things that he likes and saying just the ones he dislikes, for instance in lesson 1 he said things like "it presents a non-realistic language situation that

students have to answer and transform in a mechanical way and which will be of no use in their lives" and in lesson 2 he stated "they have a fixed pattern to follow, so they are not really communicating, just reading". He only shows a preference towards lesson 3, which he declares as "a perfect moment for students", naming positive things related to this teaching approach, like "expressing personal information" and that "the language is used in a natural way".

7.2.5 <u>Participant 5</u>: Fernanda

7.2.5.1 <u>Lesson 1</u>: Simple Present through Grammar-Translation Method

➢ *Do you like this lesson? Why? Or Why not?*

No, I don't, because grammar is presented like an isolated and independent thing, like all the students can do with it is rearrange the order of the sentences.

➢ *Name the things you like or dislike the most.*

What I dislike the most is that the students are not given any clue about what they can do with the present simple. I mean, apart from teaching them how to "create" the sentences, they are not taught when or why this tense can be used. And probably the sentences they are given to work with are not significant to them.

7.2.5.2 <u>Lesson 2</u>: Simple Present through Audio-lingual method

➢ *Do you like this lesson? Why? Or Why not?*

Yes, I kind of like this lesson. In my opinion, pronunciation is essential to communication. As it requires a lot of practice it can become a bit boring, so maybe a second part of this lesson could be that the students create their own dialogues, using the teacher´s dialogue as an example.

> *Name the things you like or dislike the most.*

I like that the teacher sets the example on how to pronounce correctly, and that he gives the students the instance to practice and to improve their mistakes.

7.2.5.3 <u>Lesson 3:</u> Simple Present through the Communicative Approach

> *Do you like this lesson? Why? Or Why not?*

I love it! Because it provides the students the opportunity to use the target structure right away, without analyzing the grammar rules.

> *Name the things you like or dislike the most.*

I like the idea of using the content implicitly, and that the students' experiences are the center of the lesson and are seen in that way, the simple present is just an excuse to communicate.

Here, Fernanda goes from dislike, to like and finally to love a lesson, from 1 to 3 respectively. She likes lesson 2 because pronunciation is essential for her. However, lesson 3 seems to fulfill her idea of an ESL lesson, where students' experiences and communication take place. This is clearly shown through comments like "it provides the students the opportunity to use the target structure right away", and "I like the idea that the students' experiences are the center of the lesson".

7.3 Survey Transcription: Part 3

So far, participants' responses in relation to open ended questions have been transcribed to start having an idea about how their beliefs have an impact on their preferences towards teaching approaches and consequently how these impact their choices when giving an ESL lesson.

In the following section, the analysis of a Likert scale, defined as a widely source of information in social and educational research to measure people's attitudes, opinions, or perceptions where categories of responses are coded

numerically to show specific results according to any particular study (Jamieson, 2015) will be developed.

This gives path to the analysis of the last part of the survey showing three different results. First, each statement with its corresponding participant's response will be exposed separately one by one to have a clear idea about who thinks what and at what level of agreement/disagreement participants believe in these statements. Second, these same results will be exposed as a whole, adding percentages to each one in order to see which statements are the most believed ones among all the participants. And third, statements will be exposed labelling them and assigning numbers from 1 to 5 again to count how much participants believe or disbelieve in something, being 25 the total score if a participant chooses the 5 statements that belong to the same teaching approach.

These three forms of analyzing the Likert scale will widely contribute to answering objective 3.3.3 of this study, which has to do with recognizing if teachers' beliefs and choices about different approaches coincide with each other or not.

7.3.1 Likert Scale: Results Part 1

In the next 15 tables, each participant's beliefs regarding each of the fifteen statements presented in the Likert scale section will be presented now.

Table 1 to 15: Participants' beliefs about different ESL teaching methods

	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					X
Jose	x				
Kristel				x	
Jaime	x				
Fernanda		x			

Statement 1: I feel comfortable with activities from lesson 1.

Statement 2: To correct students' mistakes in pronunciation is crucial for their learning.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					x
Jose		x			
Kristel					x
Jaime			x		
Fernanda				x	

Statement 3: Teaching English through real life situations is more meaningful for ESL students.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos			x		
Jose					x
Kristel					x
Jaime					x
Fernanda					x

Statement 4: Lesson 2 is the best way to teach English as a second language.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos		x			
Jose			x		
Kristel			x		
Jaime		x			
Fernanda			x		

Statement 5: Translation is a good way to teach English as a second language.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos			x		
Jose	x				
Kristel			x		
Jaime	x				
Fernanda		x			

Statement 6: Interviewing people in the target language provides ESL learners with a meaningful activity.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					x
Jose					x
Kristel					x
Jaime				x	
Fernanda					x

Statement 7: To ask and answer questions in the target language is helpful for ESL learners.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					x
Jose					x
Kristel					x
Jaime				x	
Fernanda					x

Statement 8: Learning grammar rules is an important part for ESL teaching.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					x
Jose				x	
Kristel				x	
Jaime			x		
Fernanda			x		

Statement 9: To read aloud in the target language is beneficial for ESL learners.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos				x	
Jose			x		
Kristel				x	
Jaime			x		
Fernanda				x	

Statement 10: It is important to practice English by listening to dialogues and drilling them.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos				x	
Jose			x		
Kristel				x	
Jaime		x			
Fernanda			x		

Statement 11: Activities related to students' real lives are helpful for ESL learners.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos				x	
Jose					x
Kristel					x
Jaime					x
Fernanda					x

Statement 12: To translate sentences from English to the learners' mother tongue is beneficial for them.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos				x	
Jose		x			
Kristel			x		
Jaime		x			
Fernanda		x			

Statement 13: When teaching English as a second language, I definitely rely more on the activities from lesson 3.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos			x		
Jose					x
Kristel			x		
Jaime				x	
Fernanda					X

Statement 14: To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos					X
Jose				x	
Kristel				x	
Jaime		x			
Fernanda			x		

Statement 15: For ESL learners, it is very important to speak English with a correct pronunciation.					
	1: Strongly Disbelieve	2: Disbelieve	3: Neutral	4: Believe	5: Strongly Believe
Carlos				x	
Jose			x		
Kristel			x		
Jaime				x	
Fernanda				x	

By considering these charts, in general one could see an important variation among participants' beliefs regarding ESL teaching methods. In general, their responses vary a lot between one statement and another. One relevant thing is that statements as number 6: "interviewing people in the target language provides ESL learners with a meaningful activity", 7: "to ask and answer questions in the target language is helpful for ESL learners" and 11:"activities related to students' real lives are helpful for ESL learners" are the only statements that participants agree with in a hundred percent. All the other statements have dissimilar preferences, and the particular thing about this is that these three statements belong to the definition of communicative approach. So if the study had been just about this part of the Likert scale, one could suggest there is a clear tendency among the participants. However,

the study has considered three different analysis for this scale, so one could not generalize yet, there is more to see in the following two parts of the results.

7.3.2 Likert Scale: Results Part 2

In the following table, all the participants' choices in relation to the statements presented in the Likert scale were calculated with percentages, in order to find out which statements are the most believed and disbelieved ones.

Table 2: Participants' agreement and disagreement percentages about different ESL teaching methods

Statement Number	Agreement	Neutral	Disagreement
1	40%	0%	60%
2	60%	20%	20%
3	80%	20%	0%
4	0%	60%	40%
5	0%	40%	60%
6	100%	0%	0%
7	100%	0%	0%
8	60%	40%	0%
9	60%	40%	0%
10	40%	40%	20%
11	100%	0%	0%
12	20%	20%	60%
13	60%	40%	0%
14	60%	20%	20%
15	60%	40%	0%

Considering this second part of the Likert scale analysis, one can clearly notice that statements 1: "I feel comfortable with the activities from lesson 1 (grammar-translation method), 5: "translation is a good way to teach English as a second language" and 12: "to translate sentences from English to the learners' mother tongue is beneficial for them" have the highest percentages of disagreement

among the participants, allowing us to understand that these five participants disbelieve that the grammar-translation method may work within an ESL lesson. On the other hand, statement number 4:" lesson 2 (audio-lingual method) is the best way to teach English as a second language" has the highest percentage of neutrality among participants, showing that this approach might probably not be chosen for any of the participants to give a lesson. Finally, under the highest percentages of agreement are statements 2, 3, 6, 7, 8, 9, 11, 13, 14 and 15, which cover the guidelines of the three teaching approaches used for this study, giving lights about the teaching differences among the participants.

7.3.3 Likert Scale: Results Part 3

For the reader to understand better, in the following table participants' total score about each teaching method will be counted, considering their chosen preferences in the Likert scale section. Here, participants chose how much they believed or disbelieved in a statement, choosing from numbers 1 to 5 according to their level of agreement or disagreement. The same points will be used now to sum up the five statements belonging to the same teaching method, in order to discover each one's tendency.

Table 3: Participants' scores about ESL teaching methods

Teaching Approach	Statement N°	Participant	Total Points
Grammar-Translation	1, 5, 8,12,14	Carlos	22/25
		Jose	12/25
		Kristel	18/25
		Jaime	9/25
		Fernanda	12/25
Audio-lingual	2, 4, 9, 10, 15	Carlos	19/25
		Jose	14/25
		Kristel	19/25
		Jaime	14/25
		Fernanda	18/25
Communicative	3, 6, 7, 11, 13	Carlos	20/25
		Jose	25/25
		Kristel	23/25
		Jaime	22/25
		Fernanda	25/25

Regarding this third part of the Likert scale analysis, one can see clear preferences among the participants approach by approach. In the case of Carlos, he is the one with the highest score; 22 out of 25 points when referring to the grammar-translation approach. In a lower scale, the case of Kristel is similar because she gets 18 points out of 25. If we think about Jose, Jaime and Fernanda, they could not be considered followers of this approach because they do not even get half of the points (13 out of 25) in this approach.

In relation to the audio-lingual method, Carlos, Kristel and Fernanda got 18 and 19 points out of 25, so this approach could probably be considered by them when giving an ESL lesson.

In the case of the communicative approach, Jose and Fernanda got 25 out of 25 points, being the highest score among the three approaches, understanding that, these two participants would definitely choose this approach to give a lesson. Carlos, Kristel and Jaime also got a really high score here, so these five participants show a tendency toward this approach.

Now, that the whole results and analysis have been presented, one can put the three parts of the survey and its corresponding answers together, in order to have an idea about how consistent or inconsistent teachers' responses are.

7.4   Participants' coincidences

Now that all participants' responses from the survey have been transcribed and analyzed, and all specific objectives have been answered, one can certainly compare how consistent or inconsistent these teachers' responses are regarding the coincidences, understood as concurrences, among them, as well as looking for an answer to the general objective of this study, which aims to discover if what teachers describe as their own teaching practices relates to their beliefs when they read other ESL classroom practices.

In the following charts, all responses will be summarized in order to go through the whole survey and see all the gathered data participant by participant:

7.4.1 <u>Participant 1:</u> Carlos

Survey Part	Overall responses
8.1 Ideal class	I don't have a certain methodology that I use all the time. An ideal class is one in which students actively participate and make a lot of questions and comments.
8.1.2 Preferred and Avoided activities	My favorite activities are "spot the mistake" and "find the correct question to the answer". Avoided activities: none.
8.1.3 How do you feel teaching through…?	- **Songs, tapes and audio in general**: I like it, I have done it and I will do it again. - **Grammar rules:** I just hands down love it. - **Real life situations:** I like it and I have done it.
8.2 Do you like it? Name the things you like and dislike the most of a lesson taught through…	- **Grammar Translation method:** I don't know if I like it or not. I like the transition among sentences and that the rules are explained straightaway. I don't like that the transition among sentences is only from the TL to the mother tongue. - **Audio-lingual method:** If I removed the last part I would really like this lesson. I like that pronunciation is covered appropriately and I dislike the fact that to reach the last outcome more time is needed. - **The Communicative approach:** I like it, it seems to be fun. I like the fun tone of the activity and I dislike that nobody seems to be monitoring.
8.3 After the analysis of the Likert Scale, the score for each method is:	- **Grammar Translation:** 22/25 - **Audio-lingual:** 19/25 - **The Communicative:** 20/25

When reading Carlos' summary of his questions, one could not say he prefers a particular teaching method. One could read between lines and see that his favorite activities deal mainly with grammar, and that he hands down love grammar rules, but he does not show firm beliefs to a certain method in his words. Actually, and something that could be contradictory is that he does not recognize if he likes the lesson where simple present tense is taught through the grammar translation method because he questions students' ages. Besides, he declared to like the three approaches and he found likes and dislikes for these three methods of teaching, what finally makes him get very similar scores in the Likert scale.

Here, what can be consequently seen is that Carlos' description of his own teaching practices has to do with their beliefs when he reads others' practices. As he declares not to have a certain methodology that he uses all the time and he maintains his will to use any of the three methods in an ESL class, in the survey one can see the same; he neither rejects nor prefers one of these methods, what makes him be consistent throughout the whole survey.

7.4.2 Participant 2: Jose

Survey Part	Overall responses
8.1 Ideal class	An ideal class should always have a clear objective, a warm-up activity, in-class activities and a conclusion. Activities must be guided and monitored.
8.1.2 Preferred and Avoided activities	I prefer speaking activities. Avoided activities: none.
8.1.3 How do you feel teaching through…?	- **Songs, tapes and audio in general**: They are useful, it's a different input for students. - **Grammar rules:** I feel like an old school teacher. - **Real life situations:** They are meaningful and fun.

8.2 Do you like it? Name the things you like and dislike the most of a lesson taught through…	**- Grammar Translation method:** No, it is too structured. Likes: none. **- Audio-lingual method:** Sort of. I like the pronunciation practice and I dislike that the outcome is not compared to the time consumed by the activity. **- The Communicative approach:** Yes, I do like this one. I like that the activity is centered on communication. Dislikes: none.
8.3 After the analysis of the Likert Scale, the score for each method is:	**- Grammar Translation:** 12/25 **- Audio-lingual:** 14/25 **- The Communicative:** 25/25

After reading Jose's summary of his responses, it is very noticeable that he has been consistent in his answers. He recognizes as his ideal class one in which all parts are developed, what does not say much, however, he assumes to like speaking activities and recognizes that real life situations are meaningful and fun for him. Then, when he reads others' teaching practices he only accepts the one in which simple present is taught through the communicative approach as his favorite one, finding no dislikes and saying that he likes it because it focuses on communication. Moreover, he got the highest and the top of the score in the Likert scale, which is 25 points for the communicative approach.

Overall, he shows firm beliefs towards a particular kind of activities, which are confirmed even more when reading other ESL classroom practices.

7.4.3 <u>Participant 3:</u> Kristel

Survey Part	Overall responses
8.1 Ideal class	The most important thing is to get the greatest advantage from the audiovisual resources and also, to make students talk as much as possible.
8.1.2 Preferred and Avoided activities	I like listening activities. I would avoid to make my students watch a full movie, I would prefer short videos instead.
8.1.3 How do you feel teaching through…?	- **Songs, tapes and audio in general**: Enjoyable, I like it. - **Grammar rules:** They are necessary but they have to be funny for students. - **Real life situations:** I feel they make sense for students.
8.2 Do you like it? Name the things you like and dislike the most of a lesson taught through…	- **Grammar Translation method:** I can't say if I like it or not. I like the order of the lesson. Dislikes: none. - **Audio-lingual method:** I really like this lesson because students learn and practice at the same time. I like that students practice with a partner and I dislike the process of monitoring. - **The Communicative approach:** I do like this lesson because it is very entertaining for students. However, it is not a lesson that I use. I like that the activity is meaningful for students. Dislikes: none.
8.3 After the analysis of the Likert Scale, the score for each method is:	- **Grammar Translation:** 18/25 - **Audio-lingual:** 19/25 - **The Communicative:** 23/25

When reading Kristel's summary of her responses something unclear happens. She declares to like students talking as much as possible and have audiovisual resources in her ideal class, also she names listening activities as her preferred activities, but at the same time, she does not reject grammar lessons, saying that it is something necessary and actually disliking nothing about this lesson. On the other hand, she remarks to like the lesson in which simple present is taught through the communicative approach but later she says she would not use it even after recognizing that it is more meaningful for students. Besides, in the Likert scale she got 18 points in the grammar translation section, 19 in the audio-lingual one and 23 in the communicative approach section, showing a non-significant difference between the first two approaches, and assuming that the communicative one would be the most useful in an ESL class for this teacher.

Thus, it is remarkable in this case that the participant is not very consistent throughout the survey because what she describes as her own teaching practices does not coincide with her beliefs when reading others' lessons.

7.4.4 <u>Participant 4:</u> Jaime

Survey Part	Overall responses
8.1 Ideal class	Games and songs are the core of the lesson. The main skills developed are listening and speaking.
8.1.2 Preferred and Avoided activities	I prefer activities that involve movement and noise, like songs. I avoid using technology like computers or cellphones.
8.1.3 How do you feel teaching through…?	- **Songs, tapes and audio in general**: I enjoy it a lot. They are entertaining and fun. - **Grammar rules:** I get bored. I don't like it. - **Real life situations:** I feel comfortable and students feel enthusiastic.

8.2 Do you like it? Name the things you like and dislike the most of a lesson taught through…	**- Grammar Translation method:** I did not like this lesson. I dislike the fact of translating and transforming sentences. Likes: none. **- Audio-lingual method:** I did not like this class because students had to follow a strict pattern, so they are not communicating. I like that students are practicing pronunciation but I dislike that they are just repeating things without real comprehension. **- The Communicative approach:** I liked it better. I like the fact that students express personal information and use the language in a natural way. Dislikes: none.
8.3 After the analysis of the Likert Scale, the score for each method is:	**- Grammar Translation:** 9/25 **- Audio-lingual:** 14/25 **- The Communicative:** 22/25

After reading Jaime's summary of his responses, it is very clear that he is consistent through the survey. From the beginning he states to like games and songs and to prefer activities that involve movement where listening and speaking skills could be developed. Then, he assumes to get bored with grammar and actually he criticizes this lesson a lot, saying only things he dislikes about it. In the case of the audio-lingual method class, he emphasizes that he does not like it because it does not promote real communication, just repetition of patterns. So, his likes appear only when reading the lesson in which simple present is taught through the communicative approach, emphasizing that the language is used in a natural way. Later, in the Likert scale his beliefs are strongly confirmed because he got the lowest score of the whole study: 9 points out of 25 in the grammar translation section and 22 in the communicative one, which is his tendency.

7.4.5 <u>Participant 5:</u> Fernanda

Survey Part	Overall responses
8.1 Ideal class	I like lessons where students are free to debate and justify their opinions. The class should have a clear topic, vocabulary and students' interaction.
8.1.2 Preferred and Avoided activities	I like activities that involve students' interaction and that students can share personal experiences. I avoid pure grammar activities.
8.1.3 How do you feel teaching through…?	- **Songs, tapes and audio in general**: I have done it and it feels great. - **Grammar rules:** I feel like an old boring teacher. I avoid using explicit grammar in my classroom. - **Real life situations:** It feels very useful as students show extra motivation.
8.2 Do you like it? Name the things you like and dislike the most of a lesson taught through…	- **Grammar Translation method:** No, I do not like it. I dislike that students are not given any clue or taught when or why using the tense. Likes: none. - **Audio-lingual method:** Yes, I kind of like this lesson. I like that the teacher sets the example and students can practice to improve mistakes. Dislikes: none. - **The Communicative approach:** I love it. I like that students' experiences are the center of the lesson and that the content is used implicitly. Dislikes: none.
8.3 After the analysis of the Likert Scale, the score for each method is:	- **Grammar Translation:** 12/25 - **Audio-lingual:** 18/25 - **The Communicative:** 25/25

When reading Fernanda's summary one immediately sees consistency in all the survey parts. She claims to like lessons where communication takes place, she prefers activities that involve students' interaction, and she feels that real life situations are useful for students. When reading other ESL classroom practices which use other approaches, she rejects the grammar translation one, accepts to "kind of like" the audio-lingual one and "love" the communicative method activities. Even more, in the Likert scale, she got 25 out of 25 points in the communicative approach section, what finally shows she is consistent and follow her beliefs toward a particular method even when reading others' teaching practices.

After analyzing all this data one can undoubtedly confirm on the one hand, that the objectives of this study have been accomplished. The reader is now able to find out what teachers describe as their own practices, how they face English classroom practices based on different approaches, recognize if teachers' beliefs and choices coincide with each other and also, if what teachers describe as their own practices relates to their beliefs when reading others' classroom practices.

On the other hand, the established hypothesis has been proven with 4 out of 5 participants, being Kristel the only one who did not have strong enough beliefs towards a particular teaching method, interpreting her results much deeper in the following section of this study. Overall the other four participants, Carlos, Jose, Jaime and Fernanda show that the hypothesis has been accomplished for them: ESL lessons are firmly and strongly influenced by teachers' own beliefs. Thus, what teachers believe they should perform is not altered when reading others' teaching practices which use different teaching approaches. What means that teachers' actual performance follows the belief that each teacher declares to trust on.

Now that all results from the participants' surveys have been exposed, in the following discussion section, one can start interpreting them in order to answer the research questions of this study.

8. Discussion

Considering the analyzed data of this research study, different things have been learned. First, not all the participants follow the same beliefs when giving an ESL lesson. They all have different points of view and give importance to different things within a class. For instance, Fernanda is very critical about her teaching practices, and follows her belief that the communicative approach is the best way of giving a lesson. Jaime follows a certain line of teaching and he seems to be very strict with that, promoting the communicative approach as well. In the case of Kristel, she is clear about her own teaching practices when describing them, but in the practice, she is doubtful when reading others' lessons. Jose is very fond of speaking activities and he immediately rejects the grammar translation method. He has strong beliefs towards the communicative approach as an effective way of teaching. And finally Carlos mainly focuses on his students' needs and he is actually the one who does not follow a particular ESL method because he prefers to adapt his class according to what his students demand.

Now, in order to provide a deep explanation and interpretation of the findings, the research questions posed in section 5 of this study will be answered now.

Research question 1: *Is there any coincidence between ESL teachers' beliefs described as their own teaching practices and other teachers' practices when reading their lessons?*

In the case of Carlos, participant 1, there are concurrences. From the beginning of the survey he let us know his concern about students' learning processes. He never adopted a rigid position toward a particular approach and he described himself as a teacher "who does not plan every minute of his class", what gives the idea of a flexible teacher. Then, in spite of naming "spot the mistake" and "find the answer to the question" as his favorite activities, he accepted that he "really, really likes teaching grammar rules" and when he read others' lessons the one he liked the most was the grammar translation one, he still maintained this flexible position, accepting the other two teaching methods as good options as well.

What can be found here are two visible concurrences. The first one related to his preferences and likes to grammar rules, what is noticeable in his own words and in his opinion to the sample lesson. And the second one, related to his will as a teacher. He describes himself as a teacher who wants "students as active participants in the class, not as simple receptors of knowledge", which can be verified throughout his survey, being the only participant who did not get a significant difference among the three approaches in the Likert scale.

Carlos accepted other teaching methods, he found positive things in all sample lessons and he never discarded any of the approaches, which can be interpreted through the notion that he is aware of all different kinds of students that exist within a class, and consequently he is aware of the circumstance that with one ESL teaching method a teacher cannot teach a second language to all students. Different methods are required for different students; something that Carlos understands very well.

In the case of Jose, participant 2, concurrences are also found. He declared to like "organized classes", with all its parts well developed, and "to have students' work monitored and guided". Then, he assumed to like speaking activities and when he was asked about his opinion about using grammar rules in an ESL lesson (in part 8.1.3) he said "it is like an old school" and he showed his preference towards the communicative approach saying "when teachers use a different approach like the communicative approach from the beginning personally, I feel like students start producing more." Later, this coincided with his opinion when reading others' lessons as well. This teacher has probably had effective ESL lessons along his years of teaching with this approach, because his tendency is very firm, and it was also confirmed in the Likert scale where he got 25 out of 25 points in the communicative section. If we go back to section 4 of this study, Puchta (1999), states that beliefs are guiding principles of people's behaviors which influence our inner representation of the world around us and that finally become our personal beliefs, something that Jose represents very well when following the same line of teaching all the time.

In the case of Kristel, participant 3, no concurrences are found between what she describes as her own teaching practices and her beliefs when reading other teachers' lessons. She described her lesson and her favorite activities under the line of the audio-lingual method. Then consequently, in the sample lesson the one she liked the most was the audio-lingual lesson, which was something expected, but, the inconsistency showed up when in the Likert scale, she got 23 out of 25 points in the communicative approach section as her highest score, and not the audio-lingual method as one could have expected.

This inconsistency could be generated because of different variables. She must like audio-visual resources very much, but probably she had not had good results in her lessons using them. What's more, she said that "her ideal class was only with 25 students", what shows that she might be working in a place where she has too many students per class that even when she tries with this method the circumstances do not help. Additionally, her teaching preparation or her guided teacher maybe focused on this approach too much that she does not really recognize that other options are effective as well, what might explain the fact that she unconsciously chose the communicative approach in the Likert scale instead of the audio-lingual one. If we go back to the theoretical framework of this study, this inconsistency could be explained with Richardson (1996), when he says that beliefs are "psychologically held understandings, premises, or propositions about the world that are felt to be true". Maybe Kristel believes that the audio-lingual method is the right approach to teach a second language, but in the practice, it has not worked like that.

In the case of Jaime, the third participant, concurrences are presented again. He described himself as a fan of songs and games, encouraging listening and speaking activities within his lessons. But, when he read the sample lessons of other teachers he immediately discarded the audio-lingual one because of the structure that it had and because he likes to have students participating actively, what was not accomplished for him in the lesson. Considering this, he follows his intention of

promoting listening and speaking skills and when he read the lessons he chose the communicative approach method as his favorite one.

Actually this participant is the one with the strongest beliefs towards an ESL teaching approach, because he just got 9 and 14 points (the lowest among all the participants) in the sections of the Likert scale dedicated to the other two approaches, and 22 for the communicative one. Here, one can see that "teachers' beliefs play a critical role in how teachers learn to teach, that is, how they interpret information about learning and teaching, and how that information is translated into classroom practices" (Johnson, 1992, p. 439), being probably Jaime's actual teaching effectiveness what made him follow and interpret that his beliefs towards the communicative approach are on the right track.

Finally, in the case of Fernanda, something noticeable after reading her responses is the idea that she is very critical about herself. She assumed "to have forgotten methodology concepts" so she mainly talked from her experience. Actually among all the participants she was the one that has given a deeper and more detailed explanation to the questions, and this is probably because she judges her work too much.

Anyway, in her survey concurrences take place again. She declared "to like students debating, speaking and giving opinions about a topic"; all features of the communicative approach. Then, when reading others' lessons she said to love this lesson and in the Likert scale she got the 25 points for that section. Everything rounded up towards one particular approach.

Research question 2: *Do teachers have any specific preferences regarding ESL teaching methods?*

Out of the five participants, the communicative approach is the most frequently chosen. Three teachers consistently followed this method throughout the survey, one teacher was unclear about her response and the last teacher did not follow a particular method because his classes are usually adapted to his students' demands.

Research question 3: *Are there any particular beliefs in relation to ESL teaching that coincide among the participants?*

Yes, there are some. First, all the participants coincide with two facts: real life situations are more meaningful for students and audio visual resources are enjoyable, entertaining and doable when giving an ESL lesson. Second, three of them believe that teaching grammar rules is boring, old fashioned and comes from the old school, they consider it out of their possibilities when giving their lessons. Third, two of the participants believe that their ideal classes would be with maximum 25 students, and finally two other participants did not name any avoided activities when giving an ESL lesson.

As it was presented in the theoretical framework of this study, teachers' beliefs influence perception and judgment, becoming guiding principles in teachers' behavior and ruling what we do and say in a class.

After analyzing the results of this study, one can realize that several and different factors can influence teachers' beliefs, from their college preparation, professors' instruction, school curriculums to their own classroom practices. Among these five participants all these variables took place, for some of them they were more influential than for others, but the most important thing is that for these participants beliefs are the core of their decisions when choosing an ESL method to teach.

9. Conclusion

This study aimed to find out ESL teachers' beliefs and their description about their own teaching practices. Also, the purpose was to discover if these described beliefs were strong enough to coincide with other teachers' practices based on different approaches of second language instruction.

After gathering and analyzing all the information, the following main results came up. First, the order of preferences in relation to ESL teaching approaches among the participants were the communicative, audio-lingual and grammar translation approach, with three, one and none tendencies respectively. Second, four of the five participants answered the survey consistently, and the participant who did not, was not completely inconsistent just lacked of supportive answers in the Likert scale section. Third, common beliefs among participants were related to teaching approaches. The grammar translation one was said to be old-fashioned and boring to participants. The audio-lingual was recognized as useful and affable for participants', and the communicative approach was described as the most useful and natural way of learning a second language.

In general, after reading the results of this study it is well appreciated that the hypothesis could be proved. Teachers' actual performance follows the belief that each teacher declares to trust on. Something noticeable in Carlos, Jose, Jaime and Fernanda. The fact of stating this hypothesis was born because there are cases in which teachers believe in a particular way and don't follow their beliefs, or do not believe but follow anyway. Thus, through this research study one could notice that this variation in the teachers' performance was due to each one's beliefs towards a particular approach, college preparation, effectiveness in classes or teaching context, among other factors, being each participants' own experience which finally rules their way of teaching.

As it was exposed in section 4 of the theoretical framework of this study, certain findings of this study coincide with the literature previously presented. Borg, as mentioned in Gabillon (2012) for example, considered the following three main

factors to have an impact on teachers' beliefs formation: 1) prior language learning experience; 2) teacher education; 3) classroom practice. Smith (1996), who examined the relationship between decision making and beliefs of nine ESL teachers, found that teacher beliefs about second language teaching and learning influenced the curricula design as well as the selection of learning tasks and teaching approaches, being the results of this study a good example of what these authors claim.

Now, it is of high relevance to know that this study mainly contributes to the ESL teaching field and all its different actors. On the one hand, it benefits ESL teachers since they can recognize which approach they promote within their lessons and consciously understand which type of their students' outcomes might show up after their instruction. On the other hand, the study benefits any ESL institutions which want to know what type of teachers they are hiring; under what beliefs they give classes and what kind of activities they support and stimulate within their lessons. Moreover, and inevitably, this process benefits students as well, specifically the ones who want to take ESL lessons and know in advance what they need to improve. As teachers expose their teaching preferences through this survey, any English institution is able to provide each learner with the best teacher to cover each student's needs using the most accurate teaching approach.

Additionally, the findings of this study have important pedagogical implications for second language teacher educational programs. Preparatory programs that recognize the relationship between teachers' beliefs and practices can create opportunities for ESL teachers to explore various theoretical and methodological perspectives in the field of second language teaching as well as become aware of how their own theoretical beliefs relate to the way they perceive, process, and act upon information during instruction. And as awareness allow improvement to take place, ESL teaching practices can be improved in order to reach more advancement in this field.

10. Limitations of the study and suggestions for further research

The results analyzed in this study should take certain details into consideration in case of continuing researching in the same line.

As a first limitation, the complexity of beliefs about language learning demand the combination of multiple sources of data that should employ observation of classes as a good source of investigation to support teachers' description of their own teaching practices. Although, this study could prove effective without it, it might be a useful way of collecting supporting data.

Second, the number of participants in the study is relatively small to generalize the findings to the whole population of ESL teachers. However, the results of the present study were helpful and consistent to other studies done in the same area (Pajares, 1992; Johnson, 1992; Gabillon, 2012).

For further research the collected data could be used as part of any other study to continue researching on this field. Apart from proving teachers' beliefs guidance when teaching, beliefs could be part of a research to prove effectiveness when assessing ESL students or when planning a lesson.

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12. Appendix

12.1 Carlos' survey

Dear colleague:

In the following lines you will find a survey divided into three parts. Please, take all the time you need to answer because your response is really precious for this study. There is neither a minimum nor a maximum number of words for your response. Thank you so much for your help!

Teachers' Survey: Part 1

Answer the following personal questions:

1.1. How would you describe your ideal class? (Methodology, activities, etc.)

Even though the question is about the ideal class, I have to say that it depends. I don't have a certain methodology that I use all the time or a favorite activity. My ideal class is one in which the students participate actively, not merely as receptors of "knowledge". I think that as a teacher it would be very easy to lecture students about whatever it is they have to learn, but I don't feel very comfortable with that. I don't feel very comfortable with planning my classes either. Don't get me wrong, I do plan them. But I don't like planning every minute in my class, I just have some general guidelines so that I know what I have to teach. For me, an ideal class is one in which students ask a lot of questions and make a lot of comments. I like that because through their questions and comments I know that students are interested in learning.

1.2. What kind of activities do you feel comfortable with?

I like teaching grammar a lot, so basically any activity that revolves around that is an activity I feel comfortable with. There are 2 activities that I really really like. The first one I call "spot the mistakes". It is very simple. I give the students a handout with sentences and questions that have mistakes, some of them related to grammar or vocabulary, depending on the content of the class. What they have to do is find and correct the mistake. I give the students some minutes to complete the activity and at the end we check the sentences and questions. The idea is that all the correcting is left to the students themselves, that way they can be their own teachers. It always happens that the student that doesn't get the right answer asks "but why is what I've got not right?" and the student that has the correct answer explains the solution to the problem. That's one of the things that I really like about that activity.

The other activity that I like is giving students a lot of answers, but no questions. Of course, what they have to do is write an appropriate question. I like this exercise because depending on the answers I give, I can easily decrease or increase the difficulty of the exercise. Besides, I like it because a lot of the exercises are not your typical mechanic-oh-so-boring kind of exercise. The other good things is that at the end, when we have to check the questions, I also encourage students to be their own teachers.

1.3. What kind of activities do you avoid doing?

I think this is a bit of a tricky question because although there are some activities that I don't find particularly fun, I don't avoid doing them. The fact that I don't like something doesn't mean anything because I have to think about my students, not myself. I simply try to avoid activities that I know will make my students feel uncomfortable or activities that I know will be doomed to fail. If I know my students hate acting, I won't consider plays. If I am in a class with third graders I won't talk to them about grammar rules because I know nobody will listen to me.

1.4. How would you feel teaching English through songs, tapes and audio in general?

I like it. I have done it in the past and I would do it again. I think the only thing that has to be taken into account is what kind of music your students like. It is difficult to find a song or an artist that everybody likes, especially if you have 40 students in your class, but one should try to find something that at least doesn't make people frown.

1.5. How do you feel about teaching English through grammar rules?

I just hands down love it. As I previously said, one has to be careful when to do it: teaching English to little kids through grammar rules is just a waste of time.

1.6. How would you feel using real life situations to teach English?

I like it. I have done it and I have experienced it as a student as well.. You always get some laughs when you do it and I think that students always will want to have some fun in the classroom.

Teachers' Survey: Part 2

Read the following lessons in which the same content is taught differently, then answer the questions below:

Lesson 1

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: -   The teacher explains the rules of the content.

-    Students translate sentences from their target language to their mother tongue to understand what the sentences say.
-    Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.
-    The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

-    Identify affirmative, negative and interrogative sentences
-    Understand the structure of the content

1. Do you like this lesson? Why? Or Why not?

I feel there is something missing which is crucial to indicate whether I liked this lesson or not: the students' ages. I have the impression that this activity could prove effective if students were adults. I have worked with adults and they seem to feel very comfortable with rules, structures and things like that. On the other hand, I think that if the students were primary school kids, I'd just lose their attention and probably they wouldn't complete the activities.

2. Name the things you like or dislike the most.

I really liked the sort of transition from affirmative to negative sentences and questions and backwards. I think that when working with grammar it is very important to make sure that all processes are covered. I also liked the beginning of the class: the rules are explained straightaway, leaving no time for misunderstandings or confusion. What I didn't like was that the translation is only from the TL to the mother tongue. I think that translating from the mother tongue to the TL could also be beneficial.

Lesson 2

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: -   The teacher writes a dialogue on the board including the content implicitly.

-    Students read the dialogue aloud with a partner.
-    The teacher reads and models the dialogue in order to show the correct pronunciation.
-    Students are encouraged to drill the dialogue with a partner.

- The teacher goes around the classroom to listen to every student and correct details in pronunciation.
- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.
- Establish patterns with the correct use of the content.

1. Do you like this lesson? Why? Or Why not?

If I removed the last activity I would really like this activity because it would basically successfully cover what a good pronunciation class should have. The last activity doesn't convince me because I don't think that the students will have enough practice as to be able to find out the missing parts of grammar all by themselves. Maybe if the teacher helped them it would be more effective. Besides, it says that the students are going to drill the dialogue again, but it doesn't say if the teacher is going to model the dialogue first.

2. Name the things you like or dislike the most.

I like the way in which the pronunciation is covered: the teacher models the dialogue, then the students practice it and while this happens, the teacher makes sure he listens to all the students to correct possible mispronunciations. What I didn't like very much is the way in which the teacher tries to reach the last outcome. I don't have a problem with teaching grammar without being so explicit about it, but I do think that this method could require a little bit more practice. It is true that students will be drilling the dialogue for some time, but they will be paying attention to pronunciation, not grammar, so I don't know if only by repeating one dialogue for a short time they will be able to understand how simple present works.

<u>Lesson 3</u>

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: -The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.
- Students ask questions and then answer other questions which are asked by a partner.

- The teacher re-asks what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information
- Ask questions using the content implicitly

1. Do you like this lesson? Why? Or Why not?

I like this lesson because it seems to be fun, especially if this were to take place in a class where students don't know each other very well. However, I'm a bit curious: what happens if a (or some) student asks a lot of incorrect questions? Is somebody going to correct that student?

2. Name the things you like or dislike the most.

I like the fun tone this activity has. What I don't like is that nobody seems to be making sure that the students are in fact asking (from a grammatical point of view) correct questions.

Teachers' Survey: Part 3

Choose your preference with a cross, being 1: strongly disbelieve and 5: strongly believe, in relation to the following statements:

Statement	1	2	3	4	5
1. I feel comfortable with the activities from lesson 1.					x
2. To correct students' mistakes in pronunciation is crucial for their learning.					x
3. Teaching English through real life situations is more meaningful for ESL students.			x		
4. Lesson 2 is the best way to teach English as a second language.		x			
5. Translation is a good way to teach English as a second language.			x		
6. Interviewing people in the target language provides ESL learners with a meaningful activity.					x
7. To ask and answer questions in the target language is helpful for ESL learners.					x
8. Learning grammar rules is an important part for ESL teaching.					x

9. To read aloud in the target language is beneficial for ESL learners.				x	
10. It is important to practice English by listening to dialogues and drilling them.				x	
11. Activities related to students' real lives are helpful for ESL learners.				x	
12. To translate sentences from English to the learners' mother tongue is beneficial for them.				x	
13. When teaching English as a second language, I definitely rely more on the activities from lesson 3.			x		
14. To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.					x
15. For ESL learners, it is very important to speak English with a correct pronunciation.				x	

12.2 Jose's survey

Teachers' Survey: Part 1

Answer the following personal questions:

1.1. How would you describe your ideal class? (Methodology, activities, etc.)

For me the ideal class should always have a clear objective, one that not only the teacher but also students should be aware of. During the class, teachers should start with a warm-up in order to introduce the topic as well as get the students attention. After that, the information is presented and in-class activities are carried out. These must be guided and monitored by the teacher so they can answer any question that might come up. Check their work and assess their progress is also very important as well as leaving time for any kind of question that they might still have. At the end, the class must be concluded appropriately by taking a few minutes to go over concepts learned during the class.

1.2. What kind of activities do you feel comfortable with?

As a teacher, I feel more comfortable with speaking activities because I feel like students are more engaged when they realize that they can produce.

1.3. What kind of activities do you avoid doing?

I can't recall a certain activity that I would completely avoid doing. Different activities work with different strategies. Since students have diverse skills the more activities, the better so that everyone feels comfortable in the class.

1.4. How would you feel teaching English through songs, tapes and audio in general?

Any kind of audio material is useful for students. They are able to develop another skill by receiving a different input

1.5. How do you feel about teaching English through grammar rules?

I feel like teaching English through grammar is kind of old school. Some students are used to be taught that way, and they feel like they need to have that structure to learn. However, when teachers use a different approach like the communicative approach from the beginning (when kids first start learning their second language) personally, I feel like their students start producing more. In other words, grammar rules works not for everyone.

1.6. How would you feel using real life situations to teach English?

Bringing real life situation to the classroom makes the learning more meaningful, it is more fun and students seem to understand better the whole purpose of learning a second language.

<u>Teachers' Survey: Part 2</u>

Read the following lessons in which the same content is taught differently, then answer the questions below:

<u>Lesson 1</u>

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: - The teacher explains the rules of the content.

- Students translate sentences from their target language to their mother tongue to understand what the sentences say.
- Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.
- The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

- Identify affirmative, negative and interrogative sentences
- Understand the structure of the content

1. Do you like this lesson? Why? Or Why not?

No, it is too structured and would lose the focus of the class after a few minutes. Plus, translating and producing the language are two different things. Our students need to think in English, not think in their L1 and translate into their target language.

2. Name the things you like or dislike the most.

Same as previous answer.

Lesson 2

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: -   The teacher writes a dialogue on the board including the content implicitly.

- Students read the dialogue aloud with a partner.
- The teacher reads and models the dialogue in order to show the correct pronunciation.
- Students are encouraged to drill the dialogue with a partner.
- The teacher goes around the classroom to listen to every student and correct details in pronunciation.
- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.
- Establish patterns with the correct use of the content.

1. Do you like this lesson? Why? Or Why not?

Sort of, these kinds of activity shows students how certain words are pronounced as well as certain grammar structures.

2. Name the things you like or dislike the most.

What I don't really like is that the outcome does not compare to the amount of time consumed to carry out the activity. It works in low level classes, tough

Lesson 3

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: -The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.
- Students ask questions and then answer other questions which are asked by a partner.
- The teacher re-asks what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information

1. Do you like this lesson? Why? Or Why not?

Yes, I do like this one. Out of the three it's the most useful. Here we focus on what the students are producing. It is a student-centered class and for me communication is produced more easily.

2. Name the things you like or dislike the most.

I like that the activity centers on communication which is the ultimate goal of EFL.

Teachers' survey: Part 3

Choose your preference with a cross, being 1: strongly disbelieve and 5: strongly believe, in relation to the following statements:

Statement	1	2	3	4	5
1. I feel comfortable with the activities from lesson 1.	x				
2. To correct students' mistakes in pronunciation is crucial for their learning.		x			
3. Teaching English through real life situations is more meaningful for ESL students.					x
4. Lesson 2 is the best way to teach English as a second language.			x		

5. Translation is a good way to teach English as a second language.	x				
6. Interviewing people in the target language provides ESL learners with a meaningful activity.					x
7. To ask and answer questions in the target language is helpful for ESL learners.					x
8. Learning grammar rules is an important part for ESL teaching.				x	
9. To read aloud in the target language is beneficial for ESL learners.			x		
10. It is important to practice English by listening to dialogues and drilling them.			x		
11. Activities related to students' real lives are helpful for ESL learners.					x
12. To translate sentences from English to the learners' mother tongue is beneficial for them.		x			
13. When teaching English as a second language, I definitely rely more on the activities from lesson 3.					x
14. To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.				x	
15. For ESL learners, it is very important to speak English with a correct pronunciation.			x		

12.3 Kristel's survey

Teachers' Survey: Part 1

Answer the following personal questions:

1.1 How would you describe your ideal class? (Methodology, activities, etc.)

I imagine that my ideal class would have no more than 25 students. The most important thing for me would be that the students could get the greatest possible advantage to the audiovisual resources and deducted from their own learning through the proposed activities. I would use a lot of listening activities and make them to talk as much as possible.

1.1. What kind of activities do you feel comfortable with?

I feel comfortable with listening activities because I think they are challenging and make students to feel good when they complete them.

1.2. What kind of activities do you avoid doing?

I do not like to make students to watch movies I prefer to make them to watch a short video and then complete a set of activities. In that way they have fun and learn at the same time.

1.3. How would you feel teaching English through songs, tapes and audio in general?

As I said before I really like listening activities because they connect students with real situations and, in the case of songs, they enjoy listening their favorite singers or bands. I really think they believe they are learning when they like the activity.

1.4. How do you feel about teaching English through grammar rules?

I think it's necessary in certain schools and in certain grades. I teach a lot through grammar rules, the key is to make the lesson funnier.

1.5. How would you feel using real life situations to teach English?

I would feel pleased because I think every teacher would like to take their students to real life situations because in that way students connect their learning process to their lives so studying English language would make sense to them.

Teachers' Survey: Part 2

Read the following lessons in which the same content is taught differently, then answer the questions below:

Lesson 1

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: -   The teacher explains the rules of the content.

- Students translate sentences from their target language to their mother tongue to understand what the sentences say.
- Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.
- The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

- Identify affirmative, negative and interrogative sentences
- Understand the structure of the content

1.   Do you like this lesson? Why? Or Why not?

I have used this lesson many times. I can't say if I like it or not, but it's very useful when students do not know anything about grammar structures.

2.   Name the things you like or dislike the most.

The thing that I like from this lesson is the order because students can write grammar rules and study them. When they do not know anything about English language, it's good for them to have rules and examples written so they can check them whenever they want.

Lesson 2

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: -   The teacher writes a dialogue on the board including the content implicitly.

- Students read the dialogue aloud with a partner.
- The teacher reads and models the dialogue in order to show the correct pronunciation.
- Students are encouraged to drill the dialogue with a partner.
- The teacher goes around the classroom to listen to every student and correct details in pronunciation.
- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.
- Establish patterns with the correct use of the content.

1. Do you like this lesson? Why? Or Why not?

I really like this lesson because students learn and practice at the same time. It's very useful to correct mistakes and they feel close to English language.

2. Name the things you like or dislike the most.

I like when students write the dialogue and practice it with their partners because they realize the mistakes they make by themselves.

I sometimes dislike the process of monitoring because students tend to do other things instead of practicing when the teacher is not looking at them.

<u>Lesson 3</u>

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: -   The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.
- Students ask questions and then answer others questions which are asked by a partner.
- The teacher re-ask what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information
- Ask questions using the content implicitly

1. Do you like this lesson? Why? Or Why not?

I do like this lesson because it's very entertaining for the students to go around the classroom asking things to their classmates. However, this is not a lesson that I commonly use because many gf my students do not speak English at all, so they ask the questions in Spanish and then translate them into English language.

2. Name the things you like or dislike the most.

I could say that I like the fact that students communicate in real life situations so the activity is more meaningful for them.

Teachers' survey: Part 3

Choose your preference with a cross, being 1: strongly disbelieve and 5: strongly believe, in relation to the following statements:

Statement	1	2	3	4	5
1. I feel comfortable with the activities from lesson 1.				X	
2. To correct students' mistakes in pronunciation is crucial for their learning.					X
3. Teaching English through real life situations is more meaningful for ESL students.					X
4. Lesson 2 is the best way to teach English as a second language.			X		
5. Translation is a good way to teach English as a second language.			X		
6. Interviewing people in the target language provides ESL learners with a meaningful activity.					X
7. To ask and answer questions in the target language is helpful for ESL learners.					X
8. Learning grammar rules is an important part for ESL teaching.				X	
9. To read aloud in the target language is beneficial for ESL learners.				X	
10. It is important to practice English by listening to dialogues and drilling them.				X	
11. Activities related to students' real lives are helpful for ESL learners.					X
12. To translate sentences from English to the learners' mother tongue is beneficial for them.			X		
13. When teaching English as a second language, I definitely rely more on the activities from lesson 3.			X		
14. To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.				X	
15. For ESL learners, it is very important to speak English with a correct pronunciation.			X		

12.4 Jaime's survey

Teachers' Survey: Part 1

Answer the following personal questions:

1.1. How would you describe your ideal class? (Methodology, activities, etc.)

It would be one in which the students feel motivated and willing to participate. Games and songs are the core of the lesson and the students take part of it in an active way. The teacher introduces the topic or main idea but the children are the ones who do all the work. The main skills developed are listening and speaking.

1.2. What kind of activities do you feel comfortable with?

I like activities that involve movement and noise. I work with little children and I just love to have fun in the class. When they are little, playing games is an essential part of their lives, and you can't play games by sitting in your chair or being quiet.

1.3. What kind of activities do you avoid doing?

I try to avoid working with technology, like computers or cell phones. I consider that children are so used to playing with these electronic devices nowadays, that having more technology in the class seems a bit boring. There are so many things you can do without computers!

1.4. How would you feel teaching English through songs, tapes and audio in general?

I enjoy working with audio and songs, since it allows the teacher to see a different side of the students. I feel that they enjoy listening to the language from someone who is not the teacher once in a while. Besides, most of the voices and songs in the audio tracks are entertaining and fun to listen to. They always make them laugh.

1.5. How do you feel about teaching English through grammar rules?

I don't like it at all, to be honest. I get bored when I have to explain grammar rules in detail.

1.6. How would you feel using real life situations to teach English?

I feel quite comfortable using these activities, because the students have the opportunity of talking about their own experiences and they share that with the class in a very enthusiastic way.

Read the following lessons in which the same content is taught differently, then answer the questions below:

<u>Lesson 1</u>

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: - The teacher explains the rules of the content.

- Students translate sentences from their target language to their mother tongue to understand what the sentences say.
- Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.
- The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

- Identify affirmative, negative and interrogative sentences
- Understand the structure of the content

1. Do you like this lesson? Why? Or Why not?

I did not like this lesson because it does not encourage students to use the language or be creative with it. On the contrary, it presents a non-realistic language situation that they have to answer and transform in a mechanical way and which will be of no use in their lives. Besides, the activities are so dull, that it looks as if the teacher didn't want to teach that lesson. For me, their only purpose it to keep the students busy and quiet, so it looks as if they are actually doing something productive during the class, when they are clearly not.

2. Name the things you like or dislike the most.
Things I did not like:
- Translating sentences to their mother tongue
- Transforming sentences from one form to the other

Lesson 2

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: - The teacher writes a dialogue on the board including the content implicitly.

- Students read the dialogue aloud with a partner.
- The teacher reads and models the dialogue in order to show the correct pronunciation.
- Students are encouraged to drill the dialogue with a partner.
- The teacher goes around the classroom to listen to every student and correct details in pronunciation.
- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.
- Establish patterns with the correct use of the content.

1. Do you like this lesson? Why? Or Why not?

I did not like this class, because even when the students are using the language, they have a fixed pattern to follow, so they are not really communicating, just reading.

2. Name the things you like or dislike the most.

I liked the fact that they are practicing pronunciation.

I did not like that they are just repeating things without real comprehension.

Lesson 3

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: -The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.
- Students ask questions and then answer others questions which are asked by a partner.

- The teacher re-ask what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information
- Ask questions using the content implicitly

1. Do you like this lesson? Why? Or Why not?

I liked this lesson better because it allows the students to share information with the rest of the class using the language in a relaxed way. It also creates the perfect moment for the students to talk about themselves, which is something they love to do.

2. Name the things you like or dislike the most.

Things that I liked:

- Expressing personal information
- Language is used in a natural way

Teachers' survey: Part 3

Choose your preference with a cross, being 1: strongly disbelieve and 5: strongly believe, in relation to the following statements:

Statement	1	2	3	4	5
1. I feel comfortable with the activities from lesson 1.	x				
2. To correct students' mistakes in pronunciation is crucial for their learning.			x		
3. Teaching English through real life situations is more meaningful for ESL students.					x
4. Lesson 2 is the best way to teach English as a second language.		x			
5. Translation is a good way to teach English as a second language.	x				
6. Interviewing people in the target language provides ESL learners with a meaningful activity.				x	
7. To ask and answer questions in the target language is helpful for ESL learners.				x	
8. Learning grammar rules is an important part for ESL teaching.			x		

9. To read aloud in the target language is beneficial for ESL learners.			x		
10. It is important to practice English by listening to dialogues and drilling them.		x			
11. Activities related to students' real lives are helpful for ESL learners.					x
12. To translate sentences from English to the learners' mother tongue is beneficial for them.		x			
13. When teaching English as a second language, I definitely rely more on the activities from lesson 3.				x	
14. To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.		x			
15. For ESL learners, it is very important to speak English with a correct pronunciation.				x	

12.5 Fernanda's survey

Teachers' Survey: Part 1

Answer the following personal questions:

1.1. How would you describe your ideal class? (Methodology, activities, etc.)

It is difficult to imagine such a thing; there is always something that can be improved, and that keeps me away from my ideal class. My ideal class should have 20 students as a maximum. To be honest, I don't feel confident talking about methodology because I have forgotten a lot of key concepts… but I like lessons where the students are free to debate on a topic, and therefore they are forced to pay attention to what the other students say, and to justify their opinion by providing examples.

Activities:
a) Topic presentation: let's say the environment vs the economic growth. The students brainstorm words and ideas about the topic.
b) Vocabulary match: students receive a list of words related to the topic and they have to pair the synonyms, so they would use varied vocabulary.
c) Debate: the students are divided in groups of three or four. Half of the groups have to think in the pros of economic growth and the others in the cons. Then the groups are mixed and they have to debate using the ideas they previously discussed. Even tough it is a guided discussion; they have the opportunity to communicate.

d) Feedback: the teacher writes on the board a list with the mistakes the students made during the activity and asks them to identify the mistakes and to try to correct them. If the students cannot deal with the mistakes, the teacher explains why they are wrong.

1.2. What kind of activities do you feel comfortable with?

I like activities that involve participation and attention from the students, activities that require some interaction among the students, and that lead them to share personal experiences.

1.3. What kind of activities do you avoid doing?

I avoid pure grammar because I think it is an unreal presentation of the target language and because it doesn't serve the final purpose of my courses, which is communication. I mean if I have to include some grammar, I do it, but in context, emphasizing the intention of that grammar unit and how they need to use it real life situations.

1.4. How would you feel teaching English through songs, tapes and audio in general?

Actually, I have done it and it feels great because the kids don't even realize they are being taught- like in a normal proper lesson. When I worked in a primary school, I taught preschoolers using the mentioned resources and games. It worked perfectly, the students got used to a routine of work – which included games, songs, vocabulary and worksheets- and they really enjoyed every lesson. For them the English lessons were all about games, and very soon they assimilated (unconsciously I suppose) the necessity of remembering the vocabulary to win the games. So, I think it is very important to adapt the teaching style and the activities according to the stage the students are going through.

1.5. How do you feel about teaching English through grammar rules?

I feel like an old boring teacher, sometimes I have to present a grammar rule to my students because they ask for them to understand what I am talking about, and it is very noticeable that they get bored quite easily. So most of the time, I avoid using explicit grammar in my classroom.

1.6. How would you feel using real life situations to teach English?

I teach courses of ESP where students are exposed to readings and audios about their area of interest, then they have to interpret, answer questions or share their opinion regarding the topic. So basically what they do is to develop the 4 skills through the use of authentic material. Well, my answer to the question is that it feels very useful, and the students show an extra motivation to engage in a discussion about the topic because they already have an idea or an opinion about the topic, and

they know that what they do in class is something real and that probably they will come across with a similar situation in real life.

Teachers' Survey: Part 2

Read the following lessons in which the same content is taught differently, then answer the questions below:

<u>Lesson 1</u>

Content: Simple Present

Skills: To translate, transform and complete words and sentences.

Activities: -   The teacher explains the rules of the content.

- Students translate sentences from their target language to their mother tongue to understand what the sentences say.
- Students are given an affirmative sentence, and they have to transform it into its negative and interrogative form.
- The teacher writes negative and interrogative sentences and students have to complete the affirmative form.

Outcomes: By the end of the lesson, students will be able to:

- Identify affirmative, negative and interrogative sentences
- Understand the structure of the content

1. Do you like this lesson? Why? Or Why not?

No, I don't. because grammar is presented like an isolated and independent thing, like all the students can do with it is rearrange the order of the sentences.

2.   Name the things you like or dislike the most.

What I dislike the most is that the students are not given any clue about what they can do with the present simple. I mean, apart from teaching them how to "create" the sentences, they are not taught when or why this tense can be used. And probably the sentences they are given to work with are not significant to them.

<u>Lesson 2</u>

Content: Simple Present

Skills: To read, listen and repeat sentences and dialogues.

Activities: - The teacher writes a dialogue on the board including the content implicitly.

- Students read the dialogue aloud with a partner.
- The teacher reads and models the dialogue in order to show the correct pronunciation.
- Students are encouraged to drill the dialogue with a partner.
- The teacher goes around the classroom to listen to every student and correct details in pronunciation.
- The teacher presents a different dialogue where students, focusing on the content unconsciously, have to complete the missing parts, and then drill the dialogue again.

Outcomes: By the end of the lesson, students will be able to:

- Pronounce words, sentences and dialogues accurately.
- Establish patterns with the correct use of the content.

1. Do you like this lesson? Why? Or Why not?

Yes, I kind of like this lesson. In my opinion, pronunciation is essential to communication. As it requires a lot of practice it can become a bit boring, so maybe a second part of this lesson could be that the students create their own dialogues, using the teacher´s dialogue as an example.

2. Name the things you like or dislike the most.

I like that the teacher sets the example on how to pronounce correctly, and that he gives the students the instance to practice and to improve their mistakes.

<u>Lesson 3</u>

Content: Simple Present

Skills: To ask questions and find out other people's personal information.

Activities: - The teacher starts the class asking students about their daily routine and habits.

- Students are asked to find out their classmates' routine, so they use questions following the examples that the teacher said previously.

- Students ask questions and then answer others questions which are asked by a partner.
- The teacher re-ask what the students' responses are to reinforce real communication.

Outcomes: By the end of the lesson, students will be able to:

- Communicate real life information
- Ask questions using the content implicitly

1. Do you like this lesson? Why? Or Why not?

I love it! Because it provides the students the opportunity to use the target structure right away, without analyzing the grammar rules.

2. Name the things you like or dislike the most.

I like the idea of using the content implicitly, and that the students´ experiences are the center of the lesson and seen in that way, the simple present is just an excuse to communicate.

Teachers' survey: Part 3

Choose your preference with a cross, being 1: strongly disbelieve and 5: strongly believe, in relation to the following statements:

Statement	1	2	3	4	5
1. I feel comfortable with the activities from lesson 1.		x			
2. To correct students' mistakes in pronunciation is crucial for their learning.				x	
3. Teaching English through real life situations is more meaningful for ESL students.					x
4. Lesson 2 is the best way to teach English as a second language.			x		
5. Translation is a good way to teach English as a second language.		x			
6. Interviewing people in the target language provides ESL learners with a meaningful activity.					x
7. To ask and answer questions in the target language is helpful for ESL learners.					x
8. Learning grammar rules is an important part for ESL teaching.			x		

9. To read aloud in the target language is beneficial for ESL learners.				x	
10. It is important to practice English by listening to dialogues and drilling them.			x		
11. Activities related to students' real lives are helpful for ESL learners.					x
12. To translate sentences from English to the learners' mother tongue is beneficial for them.		x			
13. When teaching English as a second language, I definitely rely more on the activities from lesson 3.					x
14. To recognize the difference among affirmative, negative and interrogative sentences when learning English as a second language, is completely necessary.			x		
15. For ESL learners, it is very important to speak English with a correct pronunciation.				x	