10 TH SEMESTER PRE-SERVICE TEACHERS BELIEFS AND COGNITIVE DISSONANCES: A NARRATIVE REFLECTION ON EFL PRACTICE AT LA SALLE UNIVERSITY.

ELIANA LORENA FLORIDO FLORIDO
MABEL ANGELICA NIÑO FERNANDEZ

UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS
BOGOTÁ D.C., JUNIO 2014
10TH SEMESTER PRE-SERVICE TEACHERS BELIEFS AND COGNITIVE DISSONANCES: A NARRATIVE REFLECTION ON EFL PRACTICE AT LA SALLE UNIVERSITY.

ELIANA LORENA FLORIDO FLORIDO
MABEL ANGELICA NIÑO FERNANDEZ

Trabajo de grado presentado como requisito para optar al título de
Licenciado en Lengua Castellana, Inglés y Francés

Director:
EDGAR LUCERO BABATIVA

UNIVERSIDAD DE LA SALLE
FACULTAD DE CIENCIAS DE LA EDUCACIÓN
LICENCIATURA EN LENGUA CASTELLANA, INGLÉS Y FRANCÉS
BOGOTÁ D.C., JUNIO 2014
RECTOR:
CARLOS GABRIEL GÓMEZ RESTREPO. FSC.

VICERRECTOR ACADÉMICO:
CARLOS CARVAJAL COSTA. FSC.

DECANO FACULTAD DE CIENCIAS DE LA EDUCACIÓN
DANIEL LOZANO FLOREZ

DIRECTOR PROGRAMA
VICTOR ELIAS LUGO VASQUEZ

LÍNEA DE INVESTIGACIÓN:
DIDÁCTICA, PEDAGOGÍA Y FORMACIÓN DOCENTE

SUB-LÍNEA DE INVESTIGACIÓN:
APRENDIZAJE Y DIDÁCTICA DE LA DISCIPLINA

DIRECTOR PROYECTO:
EDGAR LUCERO BABATIVA
Nota de aceptación

____________________________

____________________________

____________________________

____________________________

Presidente Del Jurado

____________________________

Jurado

____________________________

Jurado

Bogotá, D.C., Junio de 2014
Dedications

To God, for giving me the opportunity to live and be with me in every step I take, for strengthening and enlightening my mind, for teaching me how to face adversity without losing dignity or failing in the attempt, for putting on my way to those who have been my support and company throughout the study period. To my mother, Luz Mary, who for her I am what I am, for giving me life and really loving me. To my boyfriend, Carlos Enrique, for believing in me and always supporting, advising, and understanding me in the difficult moments. To all those family and friends who help me while doing and writing this study. This is for you. You know who you are.

Eliana-Lorena Florido F.

In the end, when the mindless embraced me and I felt wasting my time, I understood that things like this will take a lifetime to forget.

For this reason, I want to give thanks to everybody around me because when my path was turning dark and my obstinate thoughts become confused words and actions. I always met great people at my side that helped me to seek the truth and to grow up every day of my life as person and teacher.

Mabel Angélica Niño F.
Acknowledgements

This research project is dedicated to God who has always been there as a support of us providing love, patience and enthusiasm to make true the composition of this research project.

To our parents and families for their unconditional support during these two years of hard work. For your understanding during this time, and for helping us to be professionals.

To our advisor and mentor Edgar Lucero for assisting us in our research. For the guidance and help for conducting this thesis. For helping us to make this research project possible. For their support and friendship, which allowed us to learn much more than what we had waited.

To the research participants for being willing to collaborate and helping us in the data collection of the research.

To La Salle University, in particular, the Faculty of Education, for giving us the opportunity to be part of them and carrying out our professional studies.

¡Thank you!
# Table of Contents

## Chapter One

Introduction

- Justification ................................................................. 3  
- Problem Statement .......................................................... 5  
- Research Questions .......................................................... 7  
- Research Objectives .......................................................... 7  
- Background for the Research ............................................... 8  

## Chapter Two

Theoretical Framework .......................................................... 15  

- Pedagogical Practicum ....................................................... 15  
- Pre-service Teachers .......................................................... 17  
- Education Faculty Degree Program Profile .......................... 18  
- English as a Foreign Language EFL ....................................... 19  
- Beliefs ................................................................. 20  
  - Beliefs in Education ....................................................... 21  
  - Beliefs about teaching and learning English ......................... 23  
- Cognitive Dissonance .......................................................... 24  
  - Nature of the Dissonance ............................................... 26  
  - Post-decisional Dissonance .............................................. 26  

## Chapter Three

Methodological Framework ..................................................... 28  

- Qualitative Research ......................................................... 28  
- Narrative Research .......................................................... 29  
- Participants ................................................................. 32  
- Data Collection Instruments ............................................... 32  
- Interviews ................................................................. 34  
  - Life story interview ...................................................... 34
Chapter Four
Data Analysis and Results ................................................................. 41
Beliefs and cognitive dissonances ....................................................... 41
Data analysis approach and procedures ............................................. 42
Preparing the data .......................................................................... 45
Defining the unit of analysis/comparing data ...................................... 45
Developing categories and coding scheme ........................................ 47
Coding all texts ............................................................................. 48
Results .......................................................................................... 50
Beliefs ........................................................................................... 50
Teenagers’ disposition in the English classes ................................. 50
Role play as the best activity for learning English .......................... 52
Pre-service teachers’ references for teaching English along Pedagogical Practicum .................................................. 53
Feelings at the beginning of Pedagogical Practicum ....................... 56
Feelings in the middle of Pedagogical Practicum ............................. 57
Pedagogical Practicum as a space for teaching experience ............. 59
Teachers’ first impressions ............................................................. 61
The challenge of the first day at School in their professional life ...... 61
Difficulties in the classroom along pedagogical practicum .......... 63
Cognitive dissonances .................................................................. 64
Large groups vs Small groups .......................................................... 66
Didactic class vs No didactic class ................................................... 68
Traditional education vs Modern education .................................... 71
Theory vs Practice ....................................................................... 73
Learning English in Colombia vs Learning English in speaking culture ........................................................................ 76
Chapter Five
Conclusions and Pedagogical Implications .............................................. 94
Conclusions ............................................................................................. 94
Pedagogical Implications ...................................................................... 102

References List
Appendices
List of Figures

Figure 1. Instruments of Data Collection .................................................. 33
List of Tables

Table 1. Example of classification of similar beliefs of pre-service teachers ................. 42
Table 2. Example of classification of the emergence of cognitive dissonances of a pre-service teacher ................................................................................................................. 43
Table 3. Example of units of analysis of a belief ................................................................. 46
Table 4. Example of units of analysis of a cognitive dissonance ...................................... 47
Table 5. Beliefs of the pre-service teachers ...................................................................... 49
Table 6. Cognitive Dissonances of the pre-service teachers ........................................... 49
Table 7. “Large groups vs Small groups” Dissonance ....................................................... 66
Table 8. “Didactic class vs No didactic class” Dissonance ............................................... 68
Table 9. “Traditional education vs Modern education” Dissonance ................................. 71
Table 10. “Theory vs Practice” Dissonance .............................................................. 74
Table 11. “Learning English in Colombia vs Learning English in speaking culture” Dissonance .............................................................................................................................. 76
Table 12 “Model vs Reality” Dissonance ........................................................ 79
Table 13: “Own knowledge vs Academic knowledge” Dissonance ................................. 80
Table 14. “Believed adults attitude vs Real adults attitude” Dissonance ....................... 82
Table 15. “Believed expectations vs Real happenings” Dissonance ................................. 84
Table 16. Units of analysis of pre-service teachers real competences .............................. 88
Table 17. Pre-service teachers real competences and degree program competences comparison .......................................................................................................................... 91
# List of Appendices

Appendix 1. Participant Letter ................................................................. 109
Appendix 2. Life Story Interview ............................................................. 110
Appendix 3. Life Story Interview “Transcription” ...................................... 111
Appendix 4. Life Story Interview “Analysis” ............................................. 113
Appendix 5. Life Story Interview “Results” ................................................ 115
Appendix 6. Narrative Interview .............................................................. 116
Appendix 7. “Narrative Interview” transcription and analysis ..................... 118
Appendix 8. Narrative Interview “Results” ............................................... 122
Appendix 9. Questionnaire ................................................................. 123
Appendix 10. Questionnaire “Analysis” ................................................... 125
Appendix 11. Questionnaire “Results” .................................................... 130
Appendix 12. Beliefs of the pre-service teacher “Coding Scheme, categories and coding texts” ................................................................. 131
Appendix 13. Cognitive Dissonances of the pre-service teacher “Coding Scheme, categories and coding texts” ........................................ 133
Appendix 14. Pre-service teachers real competences “Coding Scheme, categories and coding texts” ................................................................. 135
**Resumen**

Este proyecto de investigación es acerca de las creencias y disonancias cognitivas que los practicantes de décimo semestre de la Universidad de La Salle presentaron en su formación y experiencia de la práctica docente. Los practicantes usualmente tenían creencias y conflictos cognitivos que emergieron a lo largo de la práctica. Las creencias influyeron en la práctica pedagógica cuando ellos tomaron decisiones o actuaron en las actividades de la clase. Cuando esas creencias se opusieron entre sí, generaron disonancias cognitivas que pudieron, o no, incidir en su forma de enseñar. Ambas, creencias y disonancias cognitivas, fueron importantes en la construcción de sus competencias como docente.

El objeto de estudio de nuestra investigación fue conocer cuáles creencias y disonancias cognitivas acerca de la enseñanza del inglés como lengua extranjera los practicantes presentaron en su formación y práctica pedagógica. Además, conocer cómo esas creencias y conflictos cognitivos reflejaron las diferencias entre las competencias del programa y las competencias reales de los practicantes. Para ese propósito, nosotros identificamos, analizamos y describimos las creencias y conflictos cognitivos revelados por los practicantes en sus tres semestres de práctica pedagógica. Además, determinamos el rol que esas creencias y conflictos cognitivos jugaron en la construcción de sus competencias como profesores, así como las diferencias con las competencias del programa.

*Palabras claves:* Creencias, Disonancias cognitivas, Práctica pedagógica, Profesores practicantes, Perfil del Programa de Grado de la Facultad de Educación, Inglés como lengua extranjera.
Abstract

This research project is about the beliefs and cognitive dissonances that pre-service teachers of tenth semester at La Salle University presented in their training and teaching practice experience. Pre-service teachers usually had beliefs and cognitive dissonances that emerge along the practicum. Beliefs influenced pedagogical practice when they made decisions or acted in classroom activities. When those beliefs opposed each other, they generated cognitive dissonances that could, or not, influence in their way of teaching. Both beliefs and cognitive dissonances were important in the building of their competences as teachers.

The field of study of our research was to know what beliefs and cognitive dissonances about EFL teaching pre-service teachers presented in their training and pedagogical practicum. Also, to know how those beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers. For that purpose, we identified, analyzed, and described the beliefs and cognitive dissonances revealed by pre-service teachers in their three semesters of pedagogical practicum. Also, we determined the role that those pre-service teachers’ beliefs and cognitive dissonances played in the construction of their competences as teachers as well as the disparities with the degree program competences.

*Key words*: Beliefs, Cognitive dissonances, Pedagogical Practicum, Pre-service Teachers, Education Faculty Degree Program Profile, English as a Foreign Language EFL.
Chapter One:

Introduction

“From their experience or from the recorded experience of others (story), men learn only what their passions and their metaphysical prejudices allow them to learn.”

Aldous Huxley (1952, p.52)

This research project was about beliefs and cognitive dissonances that pre-service teachers of tenth semester at La Salle University presented in their training and teaching practice experience. We aimed at identifying and defining what beliefs and cognitive dissonances teachers in EFL had in their pedagogical practicum. Also, we searched for showing how those beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers.

Pre-service teachers usually had beliefs and cognitive dissonances that emerged along the pedagogical practicum. Training and experiences in teaching practicum formed beliefs and cognitive dissonances in pre-service teachers, and others were preconceived ideas. Thus, beliefs and cognitive dissonances arose along the development of their competences as teacher.

On one hand, beliefs influenced pedagogical practices when pre-service teachers made decisions or acted in classroom activities. When those beliefs contradicted each other, they generated cognitive dissonances that may, or not, influenced in their way of teaching. Both were important in the building of the competences of the teachers.
We searched for contributing to the field of educational knowledge specifically in the beliefs and cognitive dissonances that pre-service teachers presented for their teaching work. Besides, we searched for contributing to the importance of reflecting upon beliefs and cognitive dissonances of pre-service teachers in the way of teaching and in the discovery of themselves as teachers.

This research project carried out in five chapters. In the first chapter, we presented the reasons why we researched the beliefs and cognitive dissonances as a phenomenon that presented the pre-service teachers. Therefore, we proceed to list the research questions and set the objectives. As well, we had an overview about the most relevant concepts from different researchers that permitted us to carry out our investigation. In chapter two, we defined and explained the terms: Pedagogical Practicum, Pre-service Teachers, Education Faculty Degree program profile, English as a Foreign Language EFL, Beliefs, Beliefs in Education, Beliefs about teaching English, Cognitive dissonance, and Nature of the dissonance. Those concepts provided us a correct meaning about different theories referent with teaching and learning English. In chapter three, we presented information about the type of investigation. As well, we presented the instruments and methods of data collection and data analysis that we used for gathering evidence that conducted us to answer our research questions. In chapter four, we reported how we implemented our instruments. Also, we reported the findings discovered and analysis about this. Finally, in chapter five, we presented the conclusions and pedagogical implications of this research project.
Justification

The reasons of this research were academic, personal, and social. Academically, we searched for contributing to the field of educational knowledge, specifically about beliefs and cognitive dissonances of teaching. We searched for identifying and defining beliefs and cognitive dissonances pre-service teachers presented in their training and teaching practice experience. Besides, we searched for increasing the importance of the reflection upon beliefs and cognitive dissonances in relation to the construction of their competences as teacher. We also sought for explaining how beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers in the way of teaching and in the discovery of themselves as teachers.

Personally, we also looked for enriching our academic education. We searched for recognizing the importance of the reflection upon beliefs and cognitive dissonances of teaching in the building of the competences of the teachers. We wanted to enrich our personal life with our knowledge and experiences as pre-service teachers and the development of this research. We searched for improving and growing in all areas of our lives along the development of this research with all its errors, difficulties and obstacles.

Socially, we wanted to impact on our community with knowledge acquired along of development of this research. Specially, we wanted to influence the University, schools, and families. We searched for sharing knowledge and experience acquired throughout the pedagogical practicum and the development of this research project in order to build a better society.
In each one of the reasons, the classroom was the place where each pre-service teacher had the opportunity to interact and put in practice all the knowledge learned along his or her training. The classroom was also the place where they developed themselves as teachers. However, becoming a teacher implied many dilemmas and factors that could influence their practice as their competences as teachers. Therefore, it was important to know how La Salle University pedagogical practice helped to prepare pre-service teachers and how it changed beliefs in language teaching and learning.

Identifying the role of the pre-service teachers and their conceptions about learning processes and teaching EFL was a task related to their training and their experiences. Teaching practice was not simply carrying out theory into the classroom, but it guided teaching and learning. The way they experimented situations of learning and teaching in relation to training helped to understand pre-service teachers’ beliefs and cognitive dissonances. Theory had the potential to construct beliefs that could fail in reality of teaching and learning by causing cognitive dissonances. In unison, theory, beliefs, and dissonances provided to pre-service teachers with a personal meaning upon their own competences as teachers when reflecting upon their beliefs and cognitive dissonances took place. We wanted to look for the importance of knowing how teachers in their practicum reflected beliefs and cognitive dissonances consciously or unconsciously, and how those could involve a particular way of teaching.

This research allowed examining the beliefs and cognitive dissonances of pre-service teachers in the discovering of ourselves as teachers, and in the building of their competences as teachers from three moments. First, we identified the beliefs and cognitive dissonances revealed by tenth-semester pre-service teachers in their three semesters of pedagogical practice. Second,
we inferred the role that those pre-service teachers’ beliefs and cognitive dissonances played in their decision making in classroom along pedagogical practicum. Third, we determined the role that pre-service teachers’ beliefs and cognitive dissonances played in the construction of their competences as teachers.

**Problem Statement**

We collected information of the pre-service teachers of tenth semester at La Salle University in field notes in our 7th semester. We analyzed those preliminary field notes that permitted us to realize that they presented similar beliefs about the EFL teaching and learning. Besides, we noticed that some of those beliefs did not meet their expectations in pedagogical practice. According to theory it caused a mental discomfort. Furthermore, those assumptions played a role in the building of their profile as teachers that were different from the University proposed.

Pre-service teachers had beliefs about their pedagogical practicum that could make to emerge cognitive dissonances along their practicum. The field of study of our research was to know what beliefs and cognitive dissonances Lasallian pre-service teachers had in their pedagogical practicum.

Beliefs presented when pre-service teachers made decisions or acted in classroom activities. Teachers had different beliefs about learning from experiences as students to teacher preparation. Those beliefs influenced along their pedagogical practicum. When those beliefs did not work in class, pre-service teachers felt confused. That was, the emergence of cognitive dissonances.
Generally, beliefs were what teachers held about teaching and learning. McPherson (2007) referred to them as the ‘framework beliefs’ that are meta-theories – overarching ideas about teaching and learning, about subject matter and pre-services, and about social, cultural and political ideologies. Then, those beliefs derived from experiences as students, and during teacher preparation. They also emerged from practice, observations of teaching and learning events, professional development, and other factors as family traditions and values, social encounters, participation and popular culture.

Teachers’ beliefs influenced on their perception and judgment of learning and teaching in three ways: 1) affecting what teachers said and did in the classroom; 2) taking a particular position in how teachers learned to teach and how teachers understood new information in learning and teaching; and 3) seeing the way of translation of the information within the classroom practicum and professional work. (Johnson, 1994)

Teachers’ “cognitive dissonance” according to Festinger (1957) is the frustration or disequilibrium that they feel when there are not relations among their beliefs - about EFL teaching and learning, in their practices. For example, pre-service teachers commonly presented cognitive dissonances along their training. Authors as Sandholtz & Shannon (2000) showed that in the teaching and learning EFL practice, pre-service teachers transmit information to their classroom connecting with the content studied in the university, even though they have shown knowledge in the EFL theories. They led their practicum by their personal beliefs and previous experiences omitting the formal theories studied. In other words, pre-service-teachers presented confusions between their learned knowledge and the actions taken. Those confusions reflected into the classroom presenting a possible dissonance in their decisions. Nevertheless, those were
inspiring aspects and previous conditions that allowed pre-service teachers to act, build, and improve their competences as teachers.

Beliefs and cognitive dissonances that pre-service teachers had in their pedagogical practicum were important in the construction of their competences as teachers in their work. Both beliefs and cognitive dissonances centered in personal decisions and in other factors such as methodology, materials and personality. In our Lasallian context, that constant building process mostly depended on the previous knowledge of pre-service teachers, they built this process along their teaching formation in their pedagogical practicum.

In order to identify beliefs and cognitive dissonances about EFL teaching of pre-service teachers held in their pedagogical practicum; and how those beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers in their work, we proposed researching on the following questions:

**Research Questions**

1. What beliefs and cognitive dissonances about EFL teaching do pre-service teachers of tenth semester have in their training and teaching practice experience at La Salle University?

2. How do the reported beliefs and the emerged cognitive dissonances reflect the disparities between the degree program competences and the real competences of the pre-service teachers of tenth semester at La Salle University?

**Research Objectives**

This research study followed the next purposes:

1. To identify the beliefs and cognitive dissonances revealed by tenth-semester pre-service teachers in their training and teaching practice experience.
2. To recognize the pre-service teachers’ beliefs and cognitive dissonances in the decisions they have made in classroom situations during their teaching practice experience.

3. To determine the role that pre-service teachers’ beliefs and cognitive dissonances play in the construction of their competences as teachers.

Background for the Research

The context was La Salle University, a private and nonprofit Higher Education Institution. That institution bases its education on a Christian vision of the human being, the world, story and knowledge. La Salle University presents different degree programs. This research focused on Education Sciences Faculty, specifically with students of tenth semester with the following characteristics: 1) who were doing in the B.Ed. degree of Spanish, English, and French; 2) who majored in English language; and 3) who had already finished their pedagogical practicum.

In order to give support to this research, different research studies complemented and gave important information in the development of the project. Those studies provided key data and enriched our research project. Then, those recent studies were:

1. Moreno, Rodríguez and Vargas (2010) carried out a study about teachers’ beliefs on didactics in foreign language. It was a monography as a requirement to get the teaching degree in Modern Languages at La Salle University. Its main objective was identifying the transformations of teachers’ beliefs along three specific stages. For that purpose, the researchers chose a specific population from La Salle University. It was defined by 45 students from the B.Ed. degree of Spanish, English, and French who were in their 5th semester during the second term of 2008 in the
day time classes. They were students between 17 and 24 years old who belonged to a middle class. Most of the population was women with only five men in the group.

This study discovered pre-service teacher’s beliefs about foreign language influenced in classrooms management. It helped us to support the beliefs definition and the role pre-service teachers’ beliefs played along pedagogical practicum. They argued that teachers' beliefs were a central element that shows teacher's perceptions about teaching and learning, and they came from different sources. There was also an acquisition and modification of those sources of information along the pre-service teachers' experiences as learners and teachers. Thus, the objective of their research was to show how pre-service teacher's beliefs transformed during a specific period of their pedagogical process.

The above mentioned study helped us to prove the importance of Didactics’ class in the acquisition and modification of pre-service teachers’ beliefs about teaching and learning English. They discovered that there was an acquisition and modification in pre-service teachers' beliefs about didactics in foreign language. The idea occurred before and after the Didactics' class during the teaching practicum. First, before students took the Didactics' class, they believed Didactics were activities oriented to entertainment, diversion and fun. They also believed Didactics were the art of teaching that create the learning and teaching, being improved by teacher. Second, after pre-service teachers took the class of didactic, three new beliefs about didactics in foreign language arose. Those beliefs relied on Didactics were: (a) a set of strategies and procedures that teachers used; (b) a science that guide and optimize the teaching and learning process; (c) all the methods that teachers used in order to teach a foreign language. Nevertheless, when pre-service teachers started their teaching practicum, other beliefs appeared.
They believed that Didactics only were theory about teaching and learning a foreign language. Then, this study helped us to confirm the importance of pre-service teachers’ beliefs in the building of their competences as teacher.

That information proved there were two main transformations along the process. There were 1) students passed from using general words to complex terminology to define what they thought about Didactics. It happened before and after they took the didactic class. 2) Students narrowed more and more the Didactics concept. They still used a meta-language, but at this time they were more precise about the specific elements that deal with Didactics.

Therefore, Moreno, Rodríguez & Vargas (2010) inferred that: (a) Didactics class helped to enrich pre-service teachers' pedagogical background about them and the pedagogical field. (b) Teaching practicum was an important moment for pre-service teachers. They applied all the knowledge acquired and they based on the experiences acquired for teaching practicum. They also reshaped and redefined new beliefs about didactics. Then, it was possible the modification and transformation of the pre-service teachers' beliefs along specific processes in their pedagogical formation.

2. Richards, Gallo & Renandya (2001) conducted a study about the beliefs that teachers presented and how those changed through time. It was a study carried out by The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre in Singapore. According to them, “this study was prompted by an interest in the kinds of beliefs teachers describe in relation to their practice and how they conceptualized their own process of teacher development.” (p.1). For that reason, they administered a questionnaire to 112 second language
This study made a review about beliefs that teachers presented and how they changed through time. It helped us to show the importance of pedagogical practicum in the acquisition and modification of pre-service teachers’ beliefs about teaching and learning English. They worked around the three points: 1) teachers’ beliefs, 3) the changes teachers reported in their approach to teaching and, 3) the sources teachers reported for those changes. Thus, the study of teachers’ beliefs formed part of the process of understanding how teachers conceptualized their work. It also helped to clarify how teachers changed their approaches for teaching and learning over time.

According to the results of this study, the teachers’ most important beliefs about language teaching and learning were: a) the role of grammar in language teaching and the related issue of how grammar should be taught. b) Beliefs about learners as the need for learners to be independent, self-directed and responsible for their own learning, among others. c) The importance of the language skills and the reading instruction, especially extensive reading. d) The characteristics of a good teacher, teacher-student relationships, teacher's role, teacher attitudes, teacher training and development, among others. e) Class atmosphere and the conditions necessary for language learning as to create a fun, motivating, non-threatening and secure learning environment. f) Purpose of language teaching and learning for communication as to be practical, relevant to out of class needs and instrumental for attaining other goals. g) Teaching procedures as getting students to participate in lessons, setting clear objectives and developing good lesson plans, and the importance of that revision and teaching. h) News
BELIEFS AND COGNITIVE DISSONANCES

methods of teaching that teachers should constantly find. i) The role of practice in language learning.

Besides, the teachers changed their approach to teaching such as: a) Focus on the student. b) Their basic teaching philosophy, which was, their methodology, activity and task based learning, the linguistic and pragmatic focus of lessons, and assessment. c) The availability of a much greater range of materials and resources for teaching. d) Language learning activities types used in the language classroom as communicative activities, group work, role play and games during their English language lessons. e) Their grammar teaching in terms of spending less time on grammar rules or drilling. f) Their feelings of confidence and enthusiasm for their work. They were friendlier, approachable and open with students, by having better rapport with colleagues and supervisors, and being able to relax in classes and interject comments and incidental ideas while they taught.

Teachers changed their beliefs taking into account three sources: in-service courses, seminars/conferences, and student feedback. According to results of research, in-service courses and seminars/conferences gave them many ideas to put into practice. Those two sources helped them: a) to upgrade their skills, b) to keep up with latest teaching methods and materials, c) to provide well-tested strategies, among others. Therefore, authors argued that students were the best source of feedback because they were with teachers most of the time, without forgetting that there were other sources of change as self-discovery, trial and error, collaboration, new texts/curriculum, contact with others, research, and tire of doing the same thing.

Richards, Gallo & Renandya (2001) inferred that teachers' beliefs sustained that: 1) the view of grammar as foundational had not changed, even though many teachers had moved away
from direct grammar teaching or were at least doing less of it. 2) Teachers believed learners should take responsibility for their learning, teachers should equip learners for the task of learning, and teaching should meet learner needs. 3) Teachers focused on both teaching and learning being practical, relevant and instrumental for current and future goals. In addition, they pointed out about teachers' changes in their approach to teaching as: 1) Changes in teachers' practices were the result of changes in teachers' beliefs. 2) A change in belief seemed to be behind those changes in practice. 3) Study on the relationship between beliefs and positive change was needed. Then, they deduced about sources of change that teachers’ change was multidimensional and triggered by many factors.

3. Ralph, Walker & Wimmer (2008) did an investigation about the perspectives of students’ towards practicum in their study. This was a study that, according to the authors, “forms one segment of a larger interdisciplinary, pan-Canadian research project examining the future of the practicum/clinical phase of undergraduate professional preparation.” (p.1). Therefore, the population selected was 546 post-practicum students in three professional disciplines: Engineering, Nursing, and Teacher Education in order to answer “what they considered to be most positive and the most negative aspects of their recently completed practicum or clinical field-experiences.”

This study showed the strengths and weaknesses of the pedagogical practicum or clinical field-experiences of the students of Engineering, Nursing, and Teacher Education. This study also helped us to support pre-service teachers had different beliefs about teaching and learning process along pedagogical practicum. Thus, the findings demonstrated there were three common positive themes of three disciplines. Those were: 1) the supportive relationships those students
developed with various participants in the practicum program. 2) Students’ perceptions of their own successful technical and/or professional achievements. 3) Students’ feelings of self-efficacy in being able to contribute positively to the welfare of those clients/students they served. In addition, those common themes reflected pre-service teachers’ conceptions of negative elements of their practicum experiences as individual personal/professional challenges, site-based interpersonal concerns, and university-related policy/procedural problems.
Chapter Two:

Theoretical Framework

In this chapter, we stated the theoretical framework whose core concepts were beliefs and cognitive dissonances since those concepts gave us the foundation of this research study. It also had explicit terms such as Pedagogical Practicum, Pre-service Teachers, Education Faculty Degree Program Profile, English as a Foreign Language EFL, Beliefs, Beliefs in Education, Beliefs about teaching English, Cognitive dissonance, Nature of the dissonance and Post-decisional dissonance.

Pedagogical Practicum

Pedagogical practicum is a relevant element of teacher education everywhere. According to Ochieng' Ong'ondo (2009, p.ii) “the practicum is recognized as an important aspect of all professional learning and is a part of most teacher education programs all over the world.” Then, Pedagogical practicum is a global educational policy that concerns all educational professionals. In our case, it was a significant element in language teaching training as affirm by Farrell (2008) "the practicum has come to be recognized as one of the most important aspects of a learner teacher's education during their language teaching training programme" (as cited in Ochieng' Ong'ondo, 2009, p. 54).

Pedagogical practicum is, according to Universidad de La Salle in their Guía Básica de Práctica Pedagógica (2012, p.1):

“Un proceso autónomo y mediado de formación para el ejercicio docente, que busca en contextos educativos y formativos particulares, situar en interacción e interlocución,
diversos saberes tales como el pedagógico, el didáctico, el investigativo, el disciplinar y el epistemológico, los cuales permiten al estudiante practicante abordar e intervenir el hecho educativo desde una comprensión crítica.”

Therefore, Pedagogical practicum, according to Universidad de La Salle in their “Reglamento de Práctica Pedagógica Facultad de Ciencias de la Educación ULS” (2012, p.1):

“Es un conjunto de acciones dialógicas en escenarios concretos donde se demarcan los compromisos que dan sentido al ser, al quehacer y al saber pedagógico, como alternativas orientadas a promover el cambio y la transformación educativa a partir de prácticas innovadoras y críticas.”

In this manner, La Salle University considers the pedagogical practicum as a significant process in teaching training. It enriches student teachers’ knowledge and experience about all areas of EFL teaching which, allows them have a critical influence in educational process.

However, Stones and Morris (1972) argued that pedagogical practice, or teaching practice as they call it, “is viewed as a process of imitation in which the master teachers' teaching skills, performance, personality and attitudes are acquired by the student, through observation, imitation and practice” (as cited in Ochieng' Ong'ondo, 2009, p. 53). Meanwhile, other authors (Clarke & Collins, 2007; Crookes, 2003; Darling-Hammond, 2006b; Farrel, 2008; and Intrator, 2006) argued that practicum is a session for continued teacher learning; that is, “a continuation of the learning that student teachers began at the TE (Teacher Education) institution. (Our parentheses)” (as cited in Ochieng' Ong'ondo, 2009, p. 53).

Therefore, Pedagogical practicum is an autonomous and mediated process of training to teaching practice that allows the interaction and dialogue of knowledge in particular education
and training centers. It may be through observations, imitations and practices in order to continue the teachers training and promote educational transformation.

**Pre-service Teachers**

Pre-service teacher is, according to Universidad de La Salle in their “Reglamento de Práctica Pedagógica Facultad de Ciencias de la Educación ULS” (2012, p.5), “El estudiante de los Programas de Licenciatura de la Facultad de Ciencias de la Educación que ha cumplido con los requisitos establecidos en el respectivo programa para la realización de la práctica pedagógica.” In this manner, La Salle University refers to pre-service teacher as the student who develops competencies for teaching of Spanish as a first and a foreign language and the teaching of foreign languages needed to start the pedagogical practicum.

Furthermore, Universidad de La Salle (2012, p.1.) in their Guía Básica de Práctica Pedagógica states that:

> “En su ejercicio pedagógico-investigativo, el estudiante será agente constructor de conocimiento a partir de la constante interacción entre los campos didáctico, epistemológico e investigativo, que confluyen en el mundo de la vida escolar y de los procesos de formación.”

Therefore, pre-service teachers are students of a bachelor education program who have met the requirements of program to carry out pedagogical practicum. That is, students who have already acquired the skills and concepts that the bachelor program demands to design, implement and interpret research process. Those skills allow students become builder agents of knowledge
from the constant interaction among educational, epistemological and research fields. In turn, those fields arise in the world of school life and training process.

**Education Faculty Degree Program Profile**

According to Universidad de La Salle in *Currículos Redimensionados FCE. Perfiles Profesionales*, (2010, p.71):

“El licenciado en lengua castellana, inglés y francés posee una sólida formación académica e investigativa, con dominio de las lenguas de su formación en las dimensiones comunicativa, pragmática y discursiva. Con base en la articulación de estas tres dimensiones, el docente desarrolla una competencia de tipo intercultural, donde la relación entre lenguas, sociedades y culturas le permiten asumir la interacción de manera responsable, con sentido crítico, actitud de búsqueda de construcción de su personalidad, fundamentada en la interacción grupal, comunitaria y social.”

The Lasallian Language Education Degree program competences and learning outcomes have influenced the teachers’ beliefs and cognitive dissonances that pre-service teachers presented during their training and pedagogical practicum. Training gives pertinent knowledge about those areas that complements with practical experience. Experience that pre-service teachers have in pedagogical practicum allows their beliefs about teaching confront with real school life. This confrontation generates cognitive dissonances that may train and mold their competences as teacher.

In addition, according to Universidad de La Salle in *Currículos Redimensionados FCE*, (2012, p.27):
“El objeto de estudio del Programa es la enseñanza y aprendizaje de las lenguas –español, inglés y francés–; desde esta perspectiva, su estudio se aborda desde dos grandes áreas: el lenguaje y la pedagogía. El estudio del lenguaje se realiza desde el enfoque semidiscursivo evidenciado en tres dimensiones; la comunicativa, la pragmática y la discursiva, las cuales atienden al uso, sentido y significación del lenguaje como constructo social y comunicativo, que hace posible el entendimiento, el reconocimiento de las diferencias y el respeto por la pluralidad cultural y de valores. Por otra parte, la pedagogía, asumida desde un enfoque social-cognitivo, se articula con el enfoque semidiscursivo del lenguaje, a partir de la búsqueda de la formación de la autonomía, potenciando la relación entre teorías del aprendizaje de lenguas y prácticas educativas; teorías pedagógicas y praxis social; y comunicación y lenguaje, desde su naturaleza intersubjetiva, crítica, práctica y emancipatoria.”

As stated above, the Faculty of Education degree program integrates all the standards and strategies about learning and teaching; it also involves epistemological and scientific elements that require the society. It is at the forefront of changes over time in society by transforming and generating new educational challenges. Finally, theory and social praxis, language and pedagogy, training and practice are important for determining the pre-service teachers’ beliefs and cognitive dissonances and their role in the building of their competences as teachers.

**English as a Foreign Language EFL**

Broughton (1980) described a foreign language as a language taught in an environment where, the English Language does not play an important role. Students can learn another
language in non-native location with the purpose to acquire communication skills in a foreign language for educational functions or with the objective to understand another culture.

Grabe (1986) distinguished English as a Foreign Language and English as a Second Language. First, the term English as a Second Language suggests a diverse learner population. The term mentions learning of another language different to the native language while living in a context controlled by the culture and a new language.

According to Santos (1999, p.21) “English as a foreign language is the language that people learn in a context when the language does not have a social function. The students are exposed to the new language in a limited time.”

Beliefs

In a large number of terms, different authors describe the concept of beliefs. Raths and Mc Aninch (2000) affirmed beliefs as part of the people’s knowledge and thinking. In this way, people construct their beliefs during their interaction with the context they live in. On the other side, beliefs are mental states that linked with the feelings and wishes make interpretations about the world. For this reason, beliefs are also composed by custom, emotional necessities and knowledge that are noticeable in a specific social encounter.

Moreover, in accordance with Nespor (1987) the formation of beliefs occurs from an earlier age preserving their origin and reaffirming with the time. In a sense, changing experiences and practices convey to modify the perspectives about the common contexts allowing progressively the transformation of beliefs. Therefore, Nespor (1987) determined that the beliefs are personal and social because, each person or group holds their realities accepting and guiding their behavior. In addition, it is important to note that the people construct their
beliefs through the cultural transmissions establishing a connection between human, personal and educational experiences.

According to Dilts (1999) beliefs are judgments and evaluations that people make about them, the other and the world. Likewise, humans’ beliefs are personal judgments as a result of cultural transformation. In a sense, the beliefs are a mental stages form for different human experiences based on the intellectual and reflexive capacity that each person makes about their life and about others’ socio-cultural factor.

We offered our brief explanation about beliefs after having studied different authors’ conceptions. In the same manner, we considered that beliefs are mental stages established by true or false proposition that we adopt throughout our lives, in order to unify and give a sense to our knowledge. However, in the beliefs’ construction each person conscious or unconsciously assumes the meaning of the proposition according to the previous experiences. This process entails the connection and transformation of the preconceived beliefs guiding and representing our desires and actions.

**Beliefs in Education.** The education researchers have distinguished different concepts about beliefs. For instance, Rokeach (1968) mentioned beliefs can be any unconscious or conscious proposition that interfere in the actions. Hence, beliefs can also determine how the person feels, says or makes during their daily activities. Rokeach (1968) perceived three relevant aspects in education: 1) cognitive component (beliefs and knowledge), 2) an affective component (emotions, motivation, and feelings), 3) a performance/behavioral component (actions). He also noted that beliefs can derive from factors as family traditions and values, social encounters,
community participation, popular culture, teacher preparation, and observing teachers professional development.

In concordance with Pajares (1992) beliefs play and adapt the role in the person’s life facilitating different conceptions about the world and themselves. He concluded that all beliefs in general are tools that interfere in our knowledge. It happens because belief permits interpreting, designing, and taking decisions that are relevant in the behavior and in the way that people organize their knowledge. In education and particularly in training teachers, Pajares (1992) argued that change beliefs are difficult because those can came from teaching processes and during the student experience.

Richardson (1996) argued that the preconceived ideas form during personal experiences, teachers’ instructions and experiences with formal knowledge eventually influence own beliefs. Meanwhile, Samuelowicz (1999) conceived the beliefs as a disposition that interprets and determines the way of teachers acting.

The use of the term beliefs, according to Gil & Rico (2003), generally refers to the personal and indisputable truths that are held by each person. Those beliefs with evaluative and affective components are derived from people lived experiences by justifying their professional actions and decisions. They also point out beliefs are not based on the reason but, rather on feelings, experiences and lack of specific knowledge. In other words, beliefs are implicit concepts that interfere in the cognitive structure by determining the way that people face their realities.

Kagan (1990) said that the development of teachers’ beliefs occurs from the life’s experiences and also of the theoretical constructs present during the teachers’ training. Hence,
teachers’ beliefs are personal styles which the teachers have conceived about the classroom, the students and the nature of the learning and teaching as well as the role of the teacher.

According to Kagan (1990) the teachers construct their beliefs based on three factors: 1) the context and the groups’ characteristics in which they are immersed; 2) the aspects that the teachers should teach with regard to the contents of the subject; 3) their experiences as students. In a sense, beliefs in education guide the teachers’ cognitive process. That process addresses teaching through of a set of conceptual representations which teachers hold and validate psychologically.

**Beliefs about teaching and learning English.** Pennington (1991) affirmed that the teachers´ system beliefs are based on the objectives, values and customs which, the teachers hold in relation to the content, teaching process and the understanding of the system where they are immersed. She also defines the teaching EFL as an activity with unique features that requires a special training. For that reason, the teachers ‘perception about the teaching EFL depends on the content of their training and the personal concept that they embrace about the English teaching process.

Raths and Mc Aninch (2000) described beliefs in teacher education as a problem because no all the teachers learn the same things about teaching. Moreover, teachers acquire beliefs along the teaching and practicum. Notably beliefs in education can come from diverse sources between them. The most important source is their experience of language learners. Therefore, Mori (1999) referred that learning beliefs in teaching and learning language is a factor that affects the students and teachers’ knowledge. It occurs because the personal perceptions influence and set up those beliefs that can be modified or improved through of the experience.
Thus, teaching English as a foreign language comprises a number of teacher’s beliefs. This situation happens because many factors influence and establish the way of teaching English. Nevertheless, teachers hold different assumptions about teaching a second language and its considerations.

Teacher’s beliefs about English represent realities that may interfere in the classroom management. It happens because the teacher is in need to know the language and he or she has to demonstrate it in the classroom performance.

Johnson (1994) suggested that beliefs about language teaching change gradually through the English literacy as well from experience as a teacher. Teachers’ methods and activities may evidence directly this transformation. Indeed, teachers in accordance with their beliefs may change consequently the nature of the instruction. Johnson (1994) inferred in her research that beliefs in language teaching usually took part in three basic assumptions. First, teachers’ beliefs affect perception and judgment as well the way that they say and act in classroom. Second, the immersion of beliefs affects how teachers learn to teach equally. This happens in the mode that they interpret the information in teaching and learning English for transmitting in the classroom. Third, the understandings of the teachers’ beliefs are essential to improve the practices.

**Cognitive Dissonance**

Festinger (1957, p.16) described the cognitive dissonance as a psychologically condition. It is derived from an uncomfortable feeling that arises when their previous knowledge or beliefs present contradictions between the new cognitive elements received. In a sense, Festinger (1957, p.16) mentioned “four relevant states that can cause a cognitive dissonance: 1) the lived
experience, 2) the logical inconsistency among cognitive elements, 3) the cultural pressure, and 4) the inclusion about a specific opinion and general opinion.”

Although, the existence of dissonance produces certain kind of discomfort that can be reflected in the personal behavior and knowledge. It can also motivate the person to obtain the consonance. Generally, people also tend to keep coherence between their knowledge and actions. However, when the people present discrepancy among cognitive elements is very common to see how the people modify and justify their actions and knowledge in order to solve the dissonance, though they have to justify them. Festinger (1957) said in his theory that the cognitive dissonance involves the next conditions:

1. All cognitive dissonance states produce a mental discomfort that provokes a bad state in the actor.

2. This mental discomfort state tries to be reduced or eliminated in order to reach the mental equilibrium.

3. The psychological equilibrium that people try to reach is not the same to the post-decisional conflict because initially the people search for the balance in their first state of discomfort.

4. The cognitive dissonance is a cognition that the experience produces. Therefore, people guide their behavior in the way to avoid situations that increase the dissonance.

Particularly, the existence of dissonance occurs by the exposure of factors. Factors such as social encounters, education, relationships among people and feelings etc., those are inevitable in the human life. Nevertheless, the duration of the dissonance is relative to the cognitive dependence. In this case, the dissonance can cause a resistance to the change of the cognitive
BELIEFS AND COGNITIVE DISSONANCES

elements. For this reason, the consequence about the decisions and the alternative rejection can play an important role because those are general determinants for the emergence of the dissonance.

According to Festinger (1957) the duration of cognitive dependence develops mental strategies with the objective to maintain a comfortable state. For instance, he mentioned four states that people employ in order to decrease the dissonance and reinforce cognitions: 1) Selective exposure, that is, people usually tend to select information and avoid the inconsistent information. 2) Selective attention, that is, people pay attention only to the information consistent with their beliefs. 3) Selective interpretation, that is, people interpret information facts consistently with their beliefs. 4) Selective retention, that is, people remember information that is consistent with their beliefs.

**Nature of the dissonance.** According to Festinger (1957) the involuntary or forced exposure of information may cause in the people the nature of the dissonance. This initial experience with the new information can alter the beliefs, before held by the people, by producing an unpleasant sensation in their mental state. Consequently, the people consciously tend to change their perceptions and opinions about a specific subject in order to face the dissonance and learn from it by establishing a good mental state. However, other people with dissonance’s state may not be motivated to change their information or beliefs due to the strong source of information that it comes from and the long time it is held. In a sense, the people adapt and justify their former beliefs looking for a comfortable mental state.

**Post-decisional dissonance.** Festinger (1964) commented on the immersion of other kind of mental abilities as the decisions making and its consequences in the process of reflection that
people do about their lived actions. This generates the emergence of post-decisional dissonance. In a sense, the decision making and the decision rejected are two determining elements for the appearance of the post-decisional dissonance. For example, a student had the opportunity to travel abroad for one year but, that meant to abandon his school. In the first instance, he presented a cognitive dissonance because he was undecided to leave the school. Besides, he was almost at one year of obtaining his high school degree. Nevertheless, he decided to travel because it was a good option for learning another culture. In this case, the idea of learning about another culture had more relevance for him in that period of time. Consequently, he reduced his first dissonance. After that, he returned by presenting a post-decisional dissonance because he was regretful by his first decision. In order to reduce his post-decisional dissonance, the student increased the attractiveness of his selection by considering it as an advantage because he could not revoke it. (Example taken from our understanding)

In other words, according to Festinger (1964) post decisional dissonance happens after making decision. It also implies to assume the disadvantages involving in the chosen alternative, as well as the rejection of the advantages of the alternative not chosen. In concordance with Festinger (1964) the people can change their opinions in order to make their actions and feelings consistent. Thus, people may:

1. Revoke the decision.

2. Change implicates alternatives.

3. Establish a cognitive superposition between the different alternatives.
Chapter Three:

Methodological Framework

The intention of this study was to explore the pre-service teachers’ beliefs and cognitive dissonance as well as the influence of those in the role of the pre-service teachers in the practice. Also, we explained how those beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers at La Salle University.

Qualitative Research

The methodology of this project followed the qualitative approach that is an interdisciplinary and Trans disciplinary field because of it involves the human, social and physical sciences. According to Denzin & Lincoln (1994, p. 2), this approach implies the interpretation because the qualitative research study realities in a natural context, trying to understand and analyses a particular phenomenon. Taylor & Bogdan (1986, p. 20) considered the qualitative research as a tool that produces descriptive data because capture words, conversation and behaviors.

In fact, many researchers concluded that this approach intends to observe the human behavior as well as to know how people construct their realities or perspectives about a specific phenomenon. Qualitative research covers different interpretative techniques that help to analyze the precise phenomenon in a culture. Thus, qualitative studies focus on understanding how people build their meanings and interpret their experiences in the particular interactions in their environment.
**Narrative research.** Taking into account the qualitative research, we investigated and studied a particular phenomenon through the narrative research. This type of research studies “the text of story” and permits to explore specific situations that people experiment, perceive and relate.

On one side, educational researchers have investigated about the term narrative. This method has its origins with Thomas and Znaniecki (1927) in their publication *The Polis Peasant*. Then, the researchers started to use the term “narrative research” or ”life story” for the first time. In addition, narrative research has had a close relation to the literature, story, sociology and education.

On the other side, narrative research is the discourse with a clear order that associate events in a meaningful manner. It allows an interpretation about the society or people’s experiences taking into account a precise social environment with the objective to identify a particular event.

Lieblich, Tuval-Mashiach, Rivka, Zilber, & Tamar (1998) commented that narrative studies can provide the access to the peoples’ identity and personality. At the same time, it can help to discover ourselves and expose ourselves to other through of the stories told.

Moreover, Orner (2000) affirmed that narrative studies permit to increase the knowledge about what happens in the school world. It allows knowing different points of view and testimonies that people write or tell in the context with the objective to understand a particular phenomenon of the school environment. In a sense, the narrative research also has different types of narratives such as autobiography, life story, interview, journal, letters and other
narrative materials. These types of narrative texts usually have an analysis that goes conformable with the author’s meaning.

During the development of this project and the approach used, we conducted our research in different steps in order to gather information. According to Burke Johnson & Onwuegbuzie (2004) we stated five steps for conducting our narrative research:

1. Identification of the research topic and formulation of the research problem or question. First, we identified the topic and the research questions that we wanted to answer. In that part, it was necessary exploring different events in the past and their relation to the present.

2. Data collection or literature review. It was necessary to take into account sources that contained information about our research topic. Investigating about information or literature review could help to recognize what was known about our research topic. The information required may be in the forms of documents, records, photographs, relics, interviews, journals and books.

3. Evaluation of instruments. Before including the material, it was important to evaluate it. The instruments were a central source of information for our narrative research. For instance, in order to collect evidence that supported this research project, we created the instruments that provided us the information necessary for obtaining the answer to our research questions. Firstly, we generated a letter of introduction that was issued with the idea to facilitate access to the pre-service teacher’s information. Secondly, taking into account the research questions and the story life interview’s concept, we formulated a set of questions that were prepared previously. Those questions were adjusted according to how the conversation was developed with the participants. The purpose of the life story interview was to have a specific orientation
for the discussion about the pre-service teachers’ beliefs during the training and teaching practice experience. The data obtained from the life story interviews were used to frame the focus points for the narrative research interview. We attempted to discover the beliefs and the possible dissonances that pre-service teachers held in their practice. After defining the more relevant commonalities in the first and second instrument, we designed a questionnaire with the objective to identify the beliefs and dissonances presented in the pre-service teachers training and development of the practice.

4. Data synthesis. As mentioned above, we initially analyzed the information gathered in the first interview. We transcribed the life stories interviews and did a comparative table in which we classified the information considering the topics covered in the interviews. Then, we identified the similarities of the research participants' answers about each topic; and we defined their possible beliefs and cognitive dissonances. Taking into account that information, we designed and applied the second instrument: the narrative interview. We transcribed those interviews in a comparative table taking into account the questions formulated and the same topics covered in the first interview. As with the first one, we identified the commonalities of the research participants' answers; and we confirmed their beliefs and cognitive dissonances. We compared the findings from the two interviews which were similar. Then, we designed and applied the third instrument: questionnaire. We transcribed the information gathered in a comparative table considering the questions formulated and the same topics covered in the first and second interviews. Then, we identified the commonalities of the research participants' answers; and we confirmed their beliefs and cognitive dissonances. We compared the findings with the two interviews which were similar. Finally, we defined the beliefs and cognitive
dissonances similar to pre-service teachers of tenth semester presented during their training and pedagogical practicum at La Salle University.

5. Report preparation or preparation of the narrative exposition. Taking into account the data synthesis, we organized the findings in narrative descriptions. First, we defined and classified the beliefs and cognitive dissonances of the research participants. Then, we did a descriptive narration about each one in which we described them and gave the evidences that support them.

**Participants**

We carried out this research study at La Salle University, a private high institution located in Bogotá, Colombia. The target population for this qualitative research was twenty two EFL pre-service teachers who were between 22 and 30 years old. They enrolled in 10th semester of Bachelor Education in Spanish, English and French program, and did their pedagogical practicum in different schools and grades.

According to our research questions, the population included male and female perceptions on practice. We chose twenty two EFL pre-service teachers to express their opinions and experiences in teaching practice. They participated in a voluntary way with the objective of exploring their beliefs and cognitive dissonances.

**Data Collection Instruments**

According to the nature of our research and the objectives proposed, we adopted the qualitative approach using narrative research. In concordance, we used three research instruments to obtain the data. As researchers, the instruments permitted us to get explicit information that aimed to explore and support this research, that was, to identify the pre-service
BELIEFS AND COGNITIVE DISSONANCES

teachers’ beliefs and cognitive dissonances. In this order, we applied three main instruments: 1) life story interview, 2) narrative interview, and 3) questionnaire. We applied the life story interview with ten questions approximately to eight pre-service teachers; the narrative interview with nineteen questions was applied to the same sample of participants of the first interview; and the questionnaire with 10 open-ended questions was applied to fourteen pre-service teachers different to the interviews, as can be seen below in the Figure 1:

Figure 1. Instruments of Data Collection.

Those instruments allowed us to gather reliable and specific information from different points of view of pre-service teachers. It also helped us to identify opinions, feelings, attitudes, beliefs, behaviors, thoughts and reflections that aimed to answer our research questions and validated the contents of this project.

It is important affirm that before applying the instruments, we as researchers explained to the research participants the purposes of the study in order to obtain their permissions. The
participants signed a letter in which they expressed their willingness, and authorized to be observed, interviewed when the interviewer considered necessary (See Appendix 1).

Below we provide a more detailed description of the application of the instruments and their definitions.

**Interviews.** According to DeMarrais (2004, p.55), an interview is “a process in which a researcher and participant engage in a conversation focused on questions related to a research study”. In other words, an interview is a technique that involves a person, the interviewer, who requires information through the oral intervention about a specific group.

Qualitative research determines different perspectives of an interview. In a sense, many authors, as Taylor & Bogdan (1986), stated that an interview is a face-to-face meeting between the researchers and the researched. An interviewer conducts this type of meeting and defines the questions and topic of it with the purpose to know diverse opinions about one specific theme. That is the most common interviews in which one person elicits information from another person.

Taylor & Bogdan (1986) explained that this kind of interviews give knowledge about beliefs, thoughts, reasoning, motivations and feelings about a particular topic. While, the interviewee asks questions and conducts the interview, the interviewer listens carefully with the objective of obtaining detail information necessary for the research.

**Life story interview.** In order to answer our first research question, we implemented life story interviews. According to Jonassen & Hernández-Serrano (2002) the situations lived by people make part of their story. In that sense, the people tend to share those individuals’ experiences to other people with similar circumstances.
At beginning of this study we applied the life story interview of semi-structure nature (See Appendix 2). According to Atkinson (1998) we followed their phases taking into account the type of study. Firstly, we planned possible questions that orientated the research participants through the telling of their life stories about their training and teaching practice experience. We carried out the interviews in Spanish language. We spent approximately 30 minutes and recorded it. We adjusted the list of the questions depending on how conversation was developed.

After that, we transcribed and interpreted interview data in order to design the second instrument (See Appendix 3, Appendix 4 and Appendix 5). That kind of interview permitted us to get reliable and valid information about the possible beliefs and cognitive dissonances of the tenth semester pre-service teachers at La Salle University.

Regarding Atkinson (1998) life stories can provide effective arguments about the events that people construct. It also shows patterns based on their experiences address the stories that people tell of their lives. Meanwhile, stories can authenticate and support the experiences socially lived because those experiences aid to the person to understand their similarities or differences with others.

For instance, Atkinson (1998) suggested that interviewer make 200 questions for life story interview which he or she can ask with the objective of getting a life story and the interviewer conducts and chooses different sets of questions. The researcher can decide if use the set of formulated questions entirety, as well as if ask questions in a spontaneous way. Sometimes, the interviewer can ask questions that are not on the list with the objective to lead the research question.
Narrative interview. After the first life stories with each pre-service teacher, we generated a list of questions related to the answers obtained (See Appendix 6). Those narrative interviews elicited and confirmed the beliefs and cognitive dissonances that EFL pre-service teachers held in their training and teaching practice experience.

The interview was a semi-structure conversation guiding by the topics that we as interviewers prepared. We conducted the interview in Spanish language in order to conduct a comfortable conversation and maintain the flow of the interview. We developed the questions from the specific episodes generated from the life stories interviews. Consequently, we recorded those interviews which took 30 minutes. After that, we transcribed and interpreted interview data in order to design the third instrument. (See Appendix 7 and Appendix 8)

According to Gillham (2000) a narrative interview is a conventional method developed as a critical alternative with the questions and answers formulated. That method permits that the interviewer to elaborate a set of questions relate to the object of study. In this way, the interviewer has a minimal influence on the participants’ answers. Besides, it permits to provoke a less imposing attitude about participants’ information because they can express their perceptions in a freeway. Then, narrative interview has the purpose to get answers for understanding the experience of other people and their relation to the problem of study. This kind of interviews provides a maximum access to people’s environment.

Lieblich, Tuval-Mashiach, Rivka, Zilber, & Tamar (1998) commented that in the narrative interview “people are storytellers by nature”. In a sense, all the human experiences and interactions with the world can make possible the construction of people’s stories about their lives. Participants in a narrative interview can explain in a freeway how they feel about a
specific situation. However, in the narrative interview often the interviewers find poor narrators. In this case, the interviewer can interfere spontaneously making motivating questions. Those questions can permit an active participation of the interviewer in order to fill the holes in the story.

Taking into account the two interviews applied were semi-structured, we defined this type of interview in the following paragraphs.

**Semi-structured interview.** Semi-structured interview in accordance with Dawson (2002) pretends to gather specific information that researchers can compare and contrast with information gained in other interviews. For this type of interview, the researcher produces an interview schedule. It may be a list of specific questions or a list of topics to discuss. It also composes each interview to ensure continuity.

In this type of interview, interviewer defines the questions that are more open-ended; therefore, less structured. The sequence and formulation of the questions can change in function to the research and people who answer the questions. The interview can define the research topic and has the flexibility to focus in a relevant idea. This kind of interview also permits to make new questions that help to the researcher to obtain information.

In concordance with Michael (2004), the semi-structure interview is a social relation in which the information emerges through the interaction between one or more interviewers. The interviewer designs the set of open questions of the semi-structure interview with the objective of guiding the investigation. He or she can also change the order of the questions and omit others. The intention of this interview is to lead the participants to the production of detail
stories. Those stories help to interviewer get reliable information that answers his or her research questions.

Life story and narrative interviews applied were semi-structured which, helped us to collect data about the beliefs and cognitive dissonances of the pre-service teachers. We did a list of topics to discuss in the first interview and a list of specific questions in the second one. With the findings of the first interview, we designed the second one in order to give continuity of the process. The questions were open-ended and less structured. In the first interview, we sometimes did more questions to one participant than others due to their general answers. We needed more detailed data about a specific topic related to their possible beliefs and dissonances. In other cases, we omitted questions because of the interviewee gave a detailed answers. Finally, we compared and contrasted the collected data in the two interviews in which we got reliable data. In this manner we got information for our first research question about beliefs and cognitive dissonances of the pre-service teachers of tenth semester at La Salle University.

Questionnaires. We reviewed the data collected and listened to the tapes-recorded in order to find specific commonalities about beliefs and cognitive dissonances in the pre-service teachers training and teaching practice experience. The purpose of the analysis allowed us to design a questionnaire based on the information selected. (See Appendix 9)

After of the first exploration of the beliefs and cognitive dissonances, we proceeded to apply an open-response questionnaire. Then, we transcribed and interpreted questionnaire data. (See Appendix 10 and Appendix 11). This third instrument helped us to obtain information from different points of view of twenty two EFL pre-service teachers who gave their conceptions and
beliefs about their EFL practice. That instrument also aided us to identify the possible dissonances holding by them through their training as teachers.

According to Burke Johnson & Onwuegbuzie (2004) a questionnaire is a self-report data collection instrument that all participants can fill out. The kinds of questionnaires have a similarity with a survey forms for the absence of interviewer. The questionnaire is a good way to collect information about the problem object of study. Research use questionnaires to obtain information about perceptions, feelings, personality and behavioral intentions of research participants.

Questionnaire is an information technique that establishes questions in a precise structure and order. This technique is an application form that contains between twenty-five and thirty questions open-ended. Those types of questionnaires permit to engage the problem in an exploratory view.

Planning a questionnaire implies to design a group of questions. Those questions help to establish ideas, beliefs or assumptions about the researcher self-perception in relation to the problem of study. First, the researcher makes a reflection about the problem. Then, he or she makes question about it.

However, Fox (1986, p. 610) stated that questionnaires can contain one or more models of answering. The objective of those models is to give to the interviewee the possibility to answer reasonably. At the same time, they provide the data necessary for answering the problem of study to researchers. Fox (1986) developed four steps for following a questionnaire process. Those are:

1. Limit of questionnaires’ size. The idea is that the people dedicate less time answering.
2. The answer structure permits to reduce in a minimal way the writing answer.

3. Creating all the introductory material. The initial idea is that the people before answering the questionnaires, knowing about the research finality.

4. Who participated in the questionnaires have the rights to know the research’s results.

Finally, the information gathered permitted us to evidence the commonalities in pre-service teachers’ beliefs and cognitive dissonances which we outlined in narrative descriptions. That division of narrative descriptions showed three important aspects of our research: 1) the beliefs, 2) the dissonances, and 3) the post-decisional dissonance that research participants narrated. Last, the real names of research participants in the life stories, narrative interviews and questionnaires were replaced by numbers; as well we used the language Spanish in order to obtain clear findings.
Chapter Four:

Data Analysis and Results

The qualitative data analysis process was gathered in order to determine the specific beliefs and cognitive dissonances that EFL pre-service teachers held in their training and teaching practice experience. As we had mentioned we applied the three different instruments in twenty-two pre-service teachers at La Salle University. The data from the life stories and the narrative interviews were applied on eight pre-service teachers. The conversation was made in Spanish language in order to generate more participation and allowed pre-service teachers include their opinions. The first and second instruments were made with the purpose of having data available for designing the final instrument. Relatively, we started to apply the questionnaires which were distributed on fourteen pre-service teachers with similar characteristics of the initial population sample taken. In this way the data obtained could be completed and analyzed as well transcribed in order to present detail results. Finally, the findings helped us to cover and validate the most relevant beliefs and cognitive dissonances that held the 10th EFL pre-service teacher at La Salle University.

Beliefs and cognitive dissonances

The data collection from the participants’ interviews and questionnaires permitted us to develop and classify the responses into the narrative descriptions. The principal narrative descriptions identified the commonalities between participants' responses. Those narrative descriptions referred exactly what beliefs and cognitive dissonances presented the 10th semester pre-service teachers.
Data analysis approach and procedures

The results of our three main instruments were examined in order to find word frequencies and similar participants’ responses. Those frequencies words were represented in statements and textual descriptions about beliefs and cognitive dissonances that the pre-service teachers held in their training and teaching practice experience.

First, based on the story life interview, the interview phase was designed to respond the first and second research questions in order to develop an understanding about the beliefs that were immersed in the pre-service teachers training and practice. This involved semi-structured interviews that allowed exploring and identifying the realities of the pre-service teachers thinking and actions about specific situations in the practice. The story life instrument permitted us to classify in detail the common beliefs encountered in the pre-service teachers’ training and practice.

The following example showed how we identified a possible belief in the research participants.

Table 1

| Example of classification of similar beliefs of pre-service teachers |
|----------------------|-----------------|
| Participants | Question | Participants’ responses: Beliefs about training and teaching experience. |
| Participant 6 | ¿Cómo fue esa primera interacción con sus estudiantes? | Yo considero tener problemas con los adolescentes porque ellos no están interesados en su educación. |
| Participant 7 | ¿Cómo fue esa primera interacción con sus estudiantes? | Iniciando, dice que los estudiantes en general los adolescentes querían imponer sus expectativas. Él dialoga y les dice cuáles son los contenidos, aunque algunos estudiantes no les gusten. |
In this way, we could see how the three participants revealed a similar belief about the relations to teenager students in the English class. In this case, the pre-service teachers through their experience were taking into account the teenagers´interests, expectations and attitudes in learning English. The pre-service teachers’ opinion showed a deeply entrenched belief about the poor interaction that they had with their teenage students.

Second, the narrative interview was designed taking into account the patterns of pre-service teachers’ answers of the story life interview. In a sense, we established the more relevant beliefs that were immersed in the pre-services teachers mind. The narrative interview in contrast with the story life interview evidenced in the pre-service teachers’ responses the emergence of possible dissonances. Even though some questions were similar to the first story life interview, the participants showed disruptions and incongruences in their answers.

The next example evidenced how we identified the emergence of possible cognitive dissonances in the participants’ responses.

Table 2

Example of classification of the emergence of cognitive dissonances of a pre-service teacher

<table>
<thead>
<tr>
<th>Participant</th>
<th>Question</th>
<th>Confronted beliefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant 8</td>
<td>¿Cómo te sentías con tus clases y actividades? (Story life interview)</td>
<td>Belief 1: Dice que fue un reto, porque tenía que hacer actividades didácticas, juegos y dinámicas para llamarle la atención a ellos y que trabajen bien y aprendan.</td>
</tr>
<tr>
<td>Participant 8</td>
<td>¿Considers que los recursos tecnológicos</td>
<td>Belief 2: Considera que son importantes porque ayudan al docente a hacer las clases más dinámicas, <em>ella dice que los medios tecnológicos sirven mucho para la motivación, y que ella no</em></td>
</tr>
</tbody>
</table>
In brief, the participant 8 in the present study reported the existence of a dissonance in regard to the conception of term the didactic and not didactic class. That confronted beliefs could result from the integration of the term didactic with the use of the technology in class. In a sense, the duration of cognitive dependence developed mental strategies with the objective of maintaining a comfortable state as Festinger (1957) said. As we had explained above, he mentioned four states that people employ in order to decrease the dissonance and reinforce cognitions such as: 1) Selective exposure (to select information and avoid the inconsistent information). 2) Selective attention (to pay attention only to the information consistent with the beliefs). 3) Selective interpretation (to interpret information facts consistently with the beliefs). 4) Selective retention (to remember information that is consistent with the beliefs).

The findings from the first and second interviews permitted us to design a questionnaire. The questions in the survey data was made according to the participants’ agreed or similar responses in the story life and the narrative interviews. The questionnaires were distributed in fourteen pre-service teachers at La Salle University with the same characteristics of the first and second sample. This instrument confirmed the beliefs and dissonances that 10th semester pre-service teachers held during their teaching and practice experience.

Thus, taking into account the type of the research and the instruments applied to gather the information, we used four over eight steps of the qualitative analysis of content provided by
Wildemuth and Zhang (2009) to analyze data such as: 1) preparing the data; 2) defining the unit of analysis/comparing data; 3) developing categories and coding scheme; 4) coding all texts (as cited in Pulido & Rozo, 2014, p. 41)

**Preparing the data.** Considering the first research question and once we applied the three instruments - life story interview, narrative interview and questionnaire - to the research participants, we prepared the data. We prepared the transcriptions of the interviews and the contrast of the questionnaires that we carried out and applied with the objective of: 1) being organized, 2) highlighting the relevant and common information; and 3) obtaining the possible pre-categories about the beliefs and cognitive dissonances of the research participants.

We also prepared the matrices and the results that we had previously designed and obtained per each instrument. As we mentioned above, in those matrices and results we had highlighted the similar and main ideas of the research participants about their possible beliefs and cognitive dissonances in their training and teaching practice experience.

**Defining the unit of analysis/comparing data.** Based on the matrices and the results of the interviews, we determined the definitive themes of the questionnaire and of the data. Then, taking into account the final topics and the previous analysis per instrument, we chose the word frequencies that were relevant and similar. Those highlighted text pieces prevailed in each of the instruments. Thereby, we took those word frequencies or answers of the pre-service teachers, for each question, as the units of analysis as can be seen in the example of the *table 3* and *table 4* below. We determined key words for those units of analysis taking into account their meaning and sense. Those frequencies words reflected the repeated words, phrases or ideas of the pre-
service teachers: and facilitated the connection among them together with the objective of making the coding scheme.

Table 3

*Example of units of analysis of a belief*

<table>
<thead>
<tr>
<th>UNIT OF ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIT OF ANALYSIS</strong></td>
</tr>
<tr>
<td>Sentia un poco de <strong>MIEDO</strong> porque era la primera vez que daba clase, también no <strong>estaba seguro</strong> (<strong>INSEGURIDAD</strong>) acerca de cómo romper el hielo con los niños.</td>
</tr>
</tbody>
</table>

In the case of beliefs, we took five similar answers of the pre-service teachers to the question how they felt at the beginning of practicum. They gave similar answers to the question. Taking into account some of them expressed the similar feeling but wrote in a different way, we determined the key words “Miedo”, “Inseguridad”, “Nervios”, “Expectativa”, “Emoción”, “Desconcierto” and “Ansiedad” for those texts pieces.

In the case of cognitive dissonances, we took answers of the pre-service teachers in which, they reflected beliefs with dissonances. For example, they had similar opinions and mental discomfort on their experience with large and small groups. As can be seen in the table 4 below, we determined the key words “Grupos pequeños” and “Grupos grandes” considering those are the cause of their dissonance; and some of them expressed the similar ideas but wrote in a different way.
Table 4

Example of units of analysis of a cognitive dissonance

<table>
<thead>
<tr>
<th>UNIT OF ANALYSIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuando hice mi práctica tuve un <strong>GRUPO PEQUEÑO de estudiantes</strong>, al trabajar como docente pensé que me iba a ir como en la práctica, pero me di cuenta que era totalmente diferente porque allí yo no tenía que enseñar a 9 o 10 estudiantes, allí tenía que trabajar con 40 estudiantes en un salón (<strong>GRUPOS GRANDES</strong>) entonces eso para mí fue duro porque no tenía el dominio del salón.</td>
</tr>
</tbody>
</table>

**Developing categories and coding scheme.** Taking into account the units of analysis and key words, we developed the coding scheme and categories. We gave our own interpretation to the units of analysis considering the questions, the answers and the context; and connected the frequencies words previously determined in a key word more general or category. In this manner, we codified the units of analysis in categories in order to give a general meaning to the text pieces highlighted; and determining the beliefs and cognitive dissonances of the pre-service teachers. (See Appendix 12 and Appendix 13)

Thus, in the case of the Example of units of analysis of a belief (table 3), the category and coding scheme for the units of analysis or answers of the pre-service teachers to the question how they felt at the beginning of practicum, was a set of the key words determined. The key words “**Miedo**”, “**Inseguridad**”, “**Nervios**”, “**Expectativa**”, “**Emoción**”, “**Desconcierto**” and “**Ansiedad**” led us to establish the category “**Impresiones y sentimientos en la Practica**”
In the case of the Example of units of analysis of a cognitive dissonance (table 4), the category for the units of analysis was the set of the key words determined such as “Grupos pequeños” and “Grupos grandes”. Those key words took us to set the category “Grupos pequeños vs Grupos grandes”.

**Coding all texts.** Taking into account our first question, the categories and coding scheme carried out, we coded all texts in two themes “Beliefs” and “Cognitive dissonances”. We chose the beliefs taking into account those that were totally clear and strong which, did not have any cognitive conflict with others. While we chose the cognitive dissonances considering those beliefs were not clear and strong because presented cognitive conflict with others.

Although we initially did an appropriated coding for all texts, we modified it in order to give a more specific title to each finding of the data analyzed. In the case of the example of the belief, the definitive coding for the category “Impresiones y sentimientos en la Práctica Pedagógica I” was “Feelings at the beginning of Pedagogical Practicum”. And, in the case of the example of cognitive dissonance, the definitive coding for the category “Grupos pequeños vs Grupos grandes” was “Large groups vs Small groups”.

Taking into account the data collected and the data analysis, we set nine final categories for pre-service teachers’ beliefs and nine for pre-service teachers’ cognitive dissonances. Those were the result of carrying out each of the steps of the content analysis in order to answer our research questions. We followed the same procedure to identify and determine each of the beliefs and cognitive dissonances of the pre-service teachers at La Salle University. Thereby, the table 5 and table 6 below display the definitive categories after cross-examined all the texts coded from the three instruments.
Table 5

*Beliefs of the pre-service teachers*

<table>
<thead>
<tr>
<th>Beliefs of the Pre-service Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Teenagers’ disposition in the English classes.</td>
</tr>
<tr>
<td>2 Role play as the best activity for learning English.</td>
</tr>
<tr>
<td>3 Pre-service teachers' references for teaching English along pedagogical practicum.</td>
</tr>
<tr>
<td>4 Feelings at the beginning to Pedagogical Practicum.</td>
</tr>
<tr>
<td>5 Feelings in the middle to Pedagogical Practicum.</td>
</tr>
<tr>
<td>6 Pedagogical Practicum as a space for teaching experience.</td>
</tr>
<tr>
<td>7 Difficulties in classroom along pedagogical practicum.</td>
</tr>
<tr>
<td>8 The challenge of the first day at School.</td>
</tr>
<tr>
<td>9 Teachers’ first impressions.</td>
</tr>
</tbody>
</table>

Table 6

*Cognitive Dissonances of the pre-service teachers*

<table>
<thead>
<tr>
<th>Cognitive Dissonances of the Pre-service teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Large groups vs Small groups.</td>
</tr>
<tr>
<td>2 Didactic class vs No didactic class.</td>
</tr>
<tr>
<td>3 Traditional education vs Modern education.</td>
</tr>
<tr>
<td>4 Theory vs Practice.</td>
</tr>
<tr>
<td>5 Learning English in Colombia vs Learning English in an English speaking country.</td>
</tr>
<tr>
<td>6 Model vs Reality.</td>
</tr>
<tr>
<td>7 Own knowledge vs Academic knowledge.</td>
</tr>
<tr>
<td>8 Believed adults attitude vs Real adults attitude.</td>
</tr>
<tr>
<td>9 Believed expectations vs Real happenings.</td>
</tr>
</tbody>
</table>
Beliefs and Cognitive Dissonances

Results

Taking into account our research questions, we presented the beliefs and cognitive dissonances that tenth semester pre-service teachers held in their training and teaching practice experience. As well, we showed the disparities that existed between the degree program competences and the real competences of the pre-service teachers.

The narrative descriptions offered a point of view of the pre-service teachers’ beliefs and dissonances providing a textual analysis and a description of the pre-service teachers’ experience with the phenomena.

Based on the analysis previously described, we presented in narrative descriptions the beliefs and cognitive dissonances that, the pre-service teachers of tenth semester at La Salle University, held in their training and teaching practice experience as follows:

Beliefs. In concordance with Nespor (1987) the experiences lived permit in some cases to change and modify the beliefs. In terms of beliefs, narrative descriptions denote a significant relevance regarding to the experience in pre-service teachers’ practice. Thereby, as we had mentioned those were the beliefs that the pre-service teachers of tenth semester at La Salle University held in their training and teaching practice experience:

Teenagers’ disposition in the English classes. Textual description identified in general the research participants’ perception during the practice about the teenagers’ disposition in the English classes. The majority of the research participants referred to teenager students were not consciously about the uses of the English language. The reason of this belief was that teenager’ students considered English as a scholar imposition that was not useful for communicating ideas
in their daily context. However, the research participants number three reported that the negative teenagers’ disposition in the English class was an effect of the age and possibly made inference in the way that they were taught. That item of emotional beliefs about teaching EFL concerned individual pre-service teachers’ feelings. They created those feelings through the contact and experience with teenagers in their practice.

In brief, the initial reflection about this belief was the result of the three narrative descriptions. In those descriptions the research participants expressed their worry to face English classes with teenagers’ students. The reason of this result was because the research participants perceived problems in their classroom management and the negative teenagers’ disposition about the use of the second language.

Consequently, many research participants reflected a number of factors about their teaching. The following narrations evidenced those factors:

“Los estudiantes de bachillerato se rehúsan a aprender inglés porque ellos no lo consideran necesario”. (Participant 1, personal communication, August 13, 2013).

“Los estudiantes adolescentes ven el área de inglés como una obligación, ellos piensan que las clases son innecesarias ya que no la consideran un medio de comunicación posible para su contexto”. (Participant 2, personal communication, August 13, 2013).

“Generalmente los estudiantes de bachillerato sienten un desinterés por el inglés, posiblemente sea porque se les ha enseñado de manera incorrecta el idioma o porque están pasando una etapa problemática de su vida.” (Participant 3, personal communication, August 13, 2013).
“Los estudiantes de grados mayores no tenían interés en las clases porque hacían indisciplina en clase y no se enfocan en la clase además charlaban a toda hora entre ellos.” (Participant 4, personal communication, August 13, 2013).

**Role play as the best activity for learning English.** The research participants stated that “role play” was the best activity for learning English. The reason was that “role play” provided the students with a factual context about the English language culture. It also permitted the acquisition of the communicative competence. In a sense, research participants liked to use the role play in their classes because the students could share knowledge and empowered their learning process through the creation, personification and performance of real situations inside of classroom. According to the research participants that activity permitted that the students prepared and practiced the pronunciation of habitual English expressions. As well as, it allowed the understanding of new vocabulary that enhanced an effective English communication. The research participants made clear that role play was an activity in which students enjoyed participating and improve their English pronunciation.

The comments made below by the research participants permitted us to know exactly how they felt about the role play activities during their practice.

“*El role play permite romper el hielo y genera una mayor participación en los estudiantes*” (Participant 1, personal communication, August 13, 2013)

“A los estudiantes les gusta actuar, entonces ellos aprenden la pronunciación correcta para cada tipo de actuación” (Participant 2, personal communication, August 13, 2013)

“*Permite que cada estudiante use un conjunto de información aportada en clase.*” (Participant 3, personal communication, August 13, 2013)
“El role play permite mejorar las cuatro competencias” (Participant 4, personal communication, August 13, 2013)

“El role play funciona mucho ya que impulsa a los estudiantes a ser creativos y mejorar la pronunciación” (Participant 5, personal communication, August 13, 2013)

“El role play son cosas que el estudiante puede vivir a diario y las actividades se asemejan a la vida real” (Participant 6, personal communication, August 13, 2013)

“El role play es útil ya que ellos percatan la forma de usar expresiones en contexto.” (Participant 7, personal communication, August 13, 2013)

“El role play impulsa a los estudiantes a hablar y son divertidos” (Participant 8, personal communication, August 13, 2013)

”El role play contribuye y fomenta la competencia comunicativa.” (Participant 9, personal communication, August 13, 2013)

Pre-service teachers’ references to teaching English in pedagogical practicum.

Research participants reported in the three instruments the existence of theories, approaches and models of teachers that they followed in the way of teaching English during their practicum. Those references were created through the knowledge about different teaching and learning language theories acquired from the period of training, as well through the interaction with their teachers. The knowledge that pre-service teachers brought about the formal theories had been learned and applied in their practice as well different teachers’ manners of facing groups. However, the research participants number eight referred that the use of the different theories in practice were a curricular imposition.
On the other side, this study showed that the research participants were much more than theories and approaches in learning and teaching language. To be pre-service teacher also implied cognitive, cultural and affective dimensions which permitted them to lead their classes. In a sense, pre-service teachers concerned the role of their teachers as an important part of their learning and teaching English. The positive perception and successful strategies used by experienced teachers along pre-service teachers training could influence a meaningful understanding about how teachers should teach English language. For example, pre-service teachers in their process of reflection had a tendency to imitate and adopt activities, strategies and different aspects of their teachers ‘personalities in educational context that were relevant and effective in the way of learning English during their training.

Having analyzed the beliefs exposed, we presented below the narrative description. We showed how research participants evidenced the use of references in their classes.

“Yo utilicé a (profesor 1) como modelo de profesor para conducir mis clases, porque ella motivaba a los estudiantes a aprender inglés de una manera diferente, no tan teórica, traía actividades orales las que explicaba muy bien” “Yo intentaba explicar en el mismo orden que ella lo hacía por ejemplo ella traía fotos de cosas interesantes y de esta manera creaba una discusión sobre la imagen” (Participant 1, personal communication, August 13, 2013)

“Mi referente es el (profesor número 2) por su buen desempeño como profesor porque viendo sus clases y siguiendo sus consejos, enseñanzas y correcciones.” (Participant 2, personal communication, August 13, 2013)

“Yo utilizó task based porque me permitió ir más allá de la gramática, enfocando a mis estudiantes en contextos reales donde era necesario utilizar la lengua”” Algunas situaciones
que utilicé fue como ir de vacaciones, escritura de emails, entrevistas de trabajo entre otros y con ejercicios pequeños que permitían entablar conversaciones” (Participant 3, personal communication, August 13, 2013)

“Yo uso el enfoque comunicativo y método tradicional porque es un proceso de transformación, ya que al principio tenía la impresión de que yo debía tener el control de la clase, pero las reflexiones que nos ayudó a hacer el profesor nos ayudó a descubrir las ventajas del enfoque comunicativo con actividades completamente dirigidas sobre el desarrollo de las cuatro competencias” (Participant 4, personal communication, August 13, 2013)

“Mi modelo fue el profesor 2 porque el profesor nos brindó diferentes textos y autores que formulaban varias teorías sobre la enseñanza de la lengua inglesa.” (Participant 5, personal communication, August 13, 2013)

“Mi referente fue el profesor número 3 y número 4) puesto que el enfoque utilizado era (TBL) y a través de este, los nos enseñaron cómo utilizar el lesson plan durante las clases.” (Participant 6, personal communication, August 13, 2013)

“Yo guío mis clases por (TBL approach) porque es el enfoque utilizado en el centro de lenguas y en este enfoque no se utiliza nada de gramática sólo se desarrolla un task” (Participant 7, personal communication, August 13, 2013)

“Yo utilice (TBL approach) porque en la práctica era una exigencia utilizar este método” (Participant 8, personal communication, August 13, 2013)

“Utilice (TBL) porque es utilizado en el centro de lenguas y se implementa desarrollando actividades por medio de tareas que fomentan la competencia comunicativa en los estudiantes.” (Participant 9, personal communication, August 13, 2013)
**Feelings at the beginning of Pedagogical Practicum.** At the beginning to pedagogical practicum, research participants believed that they felt fear. Also, they were nervous, confused, anxious, and insecure. This situation happened because they had many expectations about the happenings in their places of practice.

Research participants had many expectations about how pedagogical practicum would be. They had mixed feelings about it. Research participants were feeling excited, but they were feeling scared. They did not know what they would find. If students would respect her/him, if students would like their classes, if students would able to teach English, etc. For those reasons, research participants were quite anxious.

We could make evident this belief when we asked to research participants about what were their impressions and feelings about the pedagogical practice I. Then, they answered:

“Sentía un poco de miedo porque era la primera vez que daba clase, también no estaba seguro acerca de cómo romper el hielo con los niños.” (Participant 1, personal communication, August 13, 2013)

“Al principio estaba nerviosa porque no sabía cómo enfrentar a los estudiantes y eso me impresionaba mucho, además que fue con adolescentes y pues ellos son un poco complicados de manejar.” (Participant 2, personal communication, August 13, 2013)

“Sentí expectativa por saber cómo iba a ser la práctica, emoción y nervios.” (Participant 3, personal communication, August 13, 2013)

“La primera práctica implica un desafío ya que es el momento de poner en práctica los conocimientos adquiridos; de mi parte estaba muy nerviosa de enfrentar las clases.” (Participant 5, personal communication, August 13, 2013)
“Desconcierto ante la práctica real de la docencia, un acompañamiento constante por parte de la universidad.” (Participant 7, personal communication, August 13, 2013)

“Nervios, ansiedad, inseguridad y falta de conocimiento para manejar un grupo.” (Participant 8, personal communication, August 13, 2013)

“Inicialmente sentí nervios, ansiedad y emoción.” (Participant 9, personal communication, August 13, 2013)

“Al principio, lo único que se sentía era miedo e inseguridad” (Participant 11, personal communication, August 13, 2013)

“Tenía muchas expectativas acerca de enseñar.” (Participant 14, personal communication, August 13, 2013)

**Feelings in the middle of Pedagogical Practicum.** In the middle of the pedagogical practicum, research participants believed that they were more confident. It happened because they had already adapted to teaching English in their places of practice. That situation allowed them to be more secure and happier with the planning and development of classes.

In comparison with the previous belief, research participants had not mixed feelings about pedagogical practicum. They were not scared and anxious. They got used to pedagogical practicum; they had adapted to school, institute or university, to students, to planning, to schedule, etc.

We could evidence those feelings when we asked research participants to tell us what were their impressions and feelings about the pedagogical practice II. Then, they answered:
“Estaba más confiado, pero el desarrollo de la clase a veces no era como yo esperaba. Al final el resultado fue bueno y creo que se logró el objetivo.” (Participant 1, personal communication, August 13, 2013)

“En esta práctica no tenía tanto miedo porque ya sabía cómo iban a ser las cosas, además los grupos eran de 9-10 personas solamente y en realidad fue fácil.” (Participant 2, personal communication, August 13, 2013)

“Estaba más segura, pero igual sabía que nos iban a exigir mucho más.” (Participant 3, personal communication, August 13, 2013)

“Mayor seguridad ante el conocimiento de la dinámica del colegio y los estudiantes.” (Participant 5, personal communication, August 13, 2013)

“Hubo mucha más adaptación para enseñar en el colegio y también fui implementando muchas más actividades lúdicas, didácticas y creativas.” (Participant 6, personal communication, August 13, 2013)

“Hubo estructuración de los procesos de la práctica y un manejo más coherente de las actividades.” (Participant 7, personal communication, August 13, 2013)

“Un poco menos insegura, expectativa, igualmente falta de manejo de grupo.” (Participant 8, personal communication, August 13, 2013)

“Ya se apropia de la práctica, hay un poco más de confianza, sé puede manejar mejor la clase.” (Participant 9, personal communication, August 13, 2013)

“A medida que las clases se iban desarrollando mis nervios disminuían” (Participant 11, personal communication, August 13, 2013)
**Pedagogical Practicum as a space for teaching experience.** Research participants believed that pedagogical practicum gave them experience about teaching and learning English. That experience helped them to have skills and disposition in their teaching work. Also, that situation allowed them to have security for planning activities and organizing classes in their teaching practice experience at La Salle University.

Research participants thought that pedagogical practicum was important for them. The reason was it gave them the necessary experience to face their teaching work. Somehow, practice provided them the bases of teaching to face real practice. Pedagogical practicum experience allowed them to know different things about it such as how teaching was, what strategies and methods could use for teaching, what activities could propose to the students.

We proved those beliefs when we asked research participants about what pedagogical practicum contributed to them. Then, they said that practicum gave them:

“*Experiencia para saber qué, cómo y a quién enseñar, como manejar las situaciones que se presenten en el aula.*” (Participant 1, personal communication, August 13, 2013)

“*Creo que el miedo a enfrentarse a un grupo.*” (Participant 2, personal communication, August 13, 2013)

“*Mucho, es el espacio que me permitió evaluar si verdaderamente estaba siguiendo mi carrera de la mejor manera.*” (Participant 3, personal communication, August 13, 2013)

“*Ver de una forma real y aterrizada la labor docente, pues no es tan fácil como uno imagina, no se trata de solo dar un conocimiento sino de formar personas.*” (Participant 4, personal communication, August 13, 2013)
“Dinámicas de clase, conocimiento de mis límites y fortalezas.” (Participant 5, personal communication, August 13, 2013)

“Experiencia y mucha actitud.” (Participant 6, personal communication, August 13, 2013)

“Una comunicación real con el contexto educativo para la formación del docente.” (Participant 7, personal communication, August 13, 2013)

“En mi caso, nunca había enseñado y esta práctica me permitió adquirir esta corta experiencia y vivir realmente esta actividad.” (Participant 8, personal communication, August 13, 2013)

“Conocimiento acerca del campo educativo y técnicas de enseñanza. Aprendizaje.” (Participant 9, personal communication, August 13, 2013)

“Me ayudó a adquirir experiencia.” (Participant 10, personal communication, August 13, 2013)

“Seguridad y entendimiento.” (Participant 11, personal communication, August 13, 2013)

“Organización y flexibilidad.” (Participant 12, personal communication, August 13, 2013)

“A reducir el miedo a un grupo de estudiantes mayores y planificar mejor el tiempo de cada actividad.” (Participant 13, personal communication, August 13, 2013)

“Me aporto experiencia. Así mismo, como organizar las clases.” (Participant 14, personal communication, August 13, 2013)
Teachers’ first impressions. At the first time at school, research participants believed that they could show themselves in terms of knowledge, security and strictness. They thought that the first impression that they could show as teachers in front of students is knowledge. If students realized that teacher did not know about English teaching, they were not going to respect him/her. Knowledge also gave to teachers the sureness for planning and carrying out good English classes. They as teachers could demand students to be best and, it is important in their success as teachers where they were to work.

We made evident this belief when we asked research participants about how was their disposition in English classes in their teacher life. Then, they answered:

“El primer día de clase, yo soy muy seria y doy una serie de normas básicas a seguir en la clase.” (Participant 5, personal communication, August 13, 2013)

“El primer día de clase, yo muestro una buena actitud para que los estudiantes se sientan motivados por la clase.” (Participant 9, personal communication, August 13, 2013)

The challenge of the first day at School in their future teaching career. Based on their teacher training and experience acquired in the pedagogical practicum, research participants believed that the challenge of the first day at school was to know context. This meaning to know the kind of population, needs, level, age, resources and circumstances that allowed them knowing how to plan and develop successful classes. According to research participants, it implied they as teachers had good attitude, explain clear rules, and present interesting activities.

Research participants thought that they should know their students at the first day at school. They could know the likes, dislikes, needs, wants and lacks of their students. When they as teachers could know their students, they could plan and develop good activities. Those
activities helped them to meet the necessities and desires as well as improve the weaknesses of their students.

We could evidence this belief when we asked research participants about how was their behavior the first day in English classes in their work as teacher taking into account their pedagogical practicum. The following extracts demonstrated the answers that they gave:

“El primer día de clase, yo me presenté y tome en cuenta la opinión de los estudiantes para el desarrollo de clases.” “Mi reto el primer día fue ponerme en la realidad de cada uno [de los estudiantes]. Al ver la diferencia de nivel, de edad, y de contextos.” (Participant 7, personal communication, August 13, 2013)

“El primer día de clase, yo comprendí las necesidades de los estudiantes para articular la clase.” “Mi reto el primer día fue ponerme en la realidad de cada uno [de los estudiantes]. Al ver la diferencia de nivel, de edad, y de contextos.” (Participant 12, personal communication, August 13, 2013)

“El primer día de clase, yo hago ejercicios de conocimiento.” (Participant 13, personal communication, August 13, 2013)

“El primer día de clase, yo organizo las actividades teniendo en cuenta el nivel de los estudiantes y planeo las actividades.” (Participant 14, personal communication, August 13, 2013)

“Mi reto el primer día fue ponerme en la realidad de cada uno [de los estudiantes]. Al ver la diferencia de nivel, de edad, y de contextos.” (Participant 18, personal communication, August 13, 2013)
Difficulties in the classroom along pedagogical practicum. Research participants believed that there were three main difficulties in classroom along pedagogical practicum. Those were misbehavior of students, lack of interest of students, and classroom management. Research participants coincided in three kinds of troubles that they had in classroom during their practicum. They described those difficulties emerged during their experience as pre-service teachers as well as the different ways of solve them. Research participants also coincided in the ways for solving those difficulties such as: 1) they motivated the students by generating and implementing more didactic activities, and 2) they organized seating arrangement in different ways. Finally, research participants gave specific ways to solve the main difficulties that appeared in classroom during their pedagogical practicum.

We evidenced this belief when we asked research participants about the difficulties that they experimented along their pedagogical practicum for teaching English. Then, they answered:

“Dificultad 1: Indisciplina en los estudiantes. Solución: Cambiándolos de puesto y motivándolos a aprender. Dificultad 2: Falta de conciencia para aprender el inglés por parte de los estudiantes. Solución: Generando actividades que fueron de su agrado teniendo en cuenta sus estilos de aprendizaje.” (Participant 1, personal communication, August 13, 2013)


“Dificultad: Un estudiante no estaba interesado en las clases, además era muy indisciplinado. Solución: Empecé a delegarle funciones de líder para que creará conciencia de responsabilidad.” (Participant 3, personal communication, August 13, 2013)
“Dificultad: Control de la clase. Solución: Orientada por el tutor en estrategias de organización.” (Participant 5, personal communication, August 13, 2013)

“Dificultad: Manejo de Grupo. Solución: Separar a los estudiantes que más molestaban y hacer mesas redondas para que todo fuera claro para todos.” (Participant 6, personal communication, August 13, 2013)

Dificultad: La organización de clases y manejo de las disciplinas. Solución: Con implementación de actividades y materiales didácticos.” (Participant 7, personal communication, August 13, 2013)

“Dificultad: Indisciplina en clase, cada vez más los estudiantes no se enfocaban en la clase y charlaban entre ellos. Solución: Organice el salón de clase en forma de herradura para generar menos distracción y busqué actividades más dinámicas que atraparán la atención de los estudiantes.” (Participant 8, personal communication, August 13, 2013)


Cognitive dissonances. Considering a few setting for dissonances in our research, there were two types of dissonances in the results that we presented in this section: Cognitive dissonance and post- decisional dissonance. On the one hand, the confrontation between the pre-service teachers’ beliefs produces the cognitive dissonances when two or more of those beliefs did not coincide. However, a post decisional dissonance happened when pre-service teachers felt
discomfort about one decision that they made on their career choice. It also implied to assume the disadvantages by involving in the chosen alternative, as well as the rejection of the advantages of the alternative not chosen.

As for dissonances, and taking into account Festinger’s (1957) theory, the narrative descriptions helped us to display a large number of beliefs confronted with others beliefs which involved pre-service teachers’ cognitive, behavioral and affective dimensions into educational practices.

Festinger (1957) established that cognitive dissonances have four stages for its formation: the lived experiences, the logical inconsistency among cognitive elements, the cultural pressure and the inclusion between a specific opinion and general opinion. Those stages are also valid for understanding how dissonances emerge in the pre-service teachers’ practice.

In the following narrative description, we offered relevant data at the level of facts. First, we attempted to show in statements the more important beliefs which pre-service teachers held in their training and teaching EFL practice experience at La Salle University. Second, we perceived how those beliefs through the new information were changing to influence the pre-service teacher current thinking about teacher development. It was also significant to denote how the former beliefs and the new information in some cases evidenced in the participants’ answers the emergence of dissonances during the pre-service teachers training and practice.

As explained above, the results of our three research’s instruments indicated that, in general, the pre-service teachers’ cognitive dissonances presented two of the four states mentioned by Festinger (1957): the lived experiences and the logical inconsistency among
cognitive elements. Thereby, those were the cognitive dissonances that the pre-service teachers of tenth semester at La Salle University held in their teaching practice experience:

**Large groups vs Small groups.** This was one of the cognitive dissonances that the pre-service teachers presented in their pedagogical practicum. But, before we presented the narrative description about this cognitive dissonance, we did a brief summary about how emerged it in the next Table 7.

Table 7

“Large groups vs Small groups” Dissonance

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large groups</td>
<td>Small groups</td>
<td>Considering the pre-service teachers’ learning and practice experience during their training, they argued that the ideal classrooms for a language teaching contexts could be between fourteen or less students per room. However, the external factors changed unconsciously the pre-service teachers’ mind because they had to take into account the real teaching context and conditions in public schools around the country.</td>
</tr>
</tbody>
</table>

During the interviews the pre-service teachers’ answers reported that in the period of their University´s practice they found easy to teach English to eight or ten students. For instance, the pre-service teachers were conscious that a typical English class in a school had forty students approximately. For this reason, they considered their practice irrelevant for their profession as real teachers. External factors as the culture and society also influenced the lived experience. The social pressure entailed examining the benefits, implications and consequences of the various beliefs immerse in those past events. The external opinions deliberated the advantages
and disadvantages that made pre-service teachers confused; and changed dramatically their feelings and behavioral patterns.

As we had seen the pre-service teachers expressed that doing pedagogical practice with large groups provided them a better experience, although they liked to teach small groups. Consequently they reflected that to have small groups were not considered a good experience.

We noticed that the pre-service teachers generally felt comfortable teaching small groups during their practice because the pre-service teachers seemed to be conscious of the facility of teaching small groups. Beside, this type of groups permitted them to see better results in their English teaching such as language learning progress in their students’ language skills. Based on their experience in practice, pre-service teachers learned that guiding small groups generated benefits in their practice because they could individualize the lessons and diagnosed each student.

On the contrary, the same pre-service teachers revealed that they could have liked to practice in large groups. They considered that a real practice could be with large groups because they could have acquired more abilities and experiences as a language teacher. The reason of this could be the linking between the pedagogical practice and the real educational context in Bogotá where forty students even more, compose the classes.

We concluded that the pre-service teachers exposed that they were uncertain and afraid to face a large groups because that could mean for them more distractions and misbehavior in class. However the pre-service teachers felt that they were not prepared adequately during their training for managing classroom situations presented in large groups.
Referring back to the four stages of emergence of dissonances, the narrative descriptions supported the existence of the dissonances in pre-service teachers practice.

“Cuando hice mi práctica tuve un grupo pequeño de estudiantes, al trabajar como docente pensé que me iba a ir como en la práctica, pero me di cuenta que era totalmente diferente porque allí yo no tenía que enseñar a 9 o 10 estudiantes, allí tenía que trabajar con 40 estudiantes en un salón entonces eso para mí fue duro porque no tenía el dominio del salón. Así decidí no ser docente pues son muchos estudiantes y se maneja mucho estrés por eso ahora soy secretaria bilingüe.” (Participant 1, personal communication, August 13, 2013)

“Mi experiencia fue gratificante en todo sentido de la palabra, porque fue con adultos y la cantidad de estudiantes era reducida además ellos tenían interés por aprender, pero al contrastar con mi trabajo en un colegio no siento que los estudiantes se motiven por aprender.” (Participant 2, personal communication, August 13, 2013)

“Trabajar con grupos pequeños es importante porque uno se da cuenta del avance de cada estudiante y así sabe qué hacer para mejorar por otro lado trabajar con un grupo grande de estudiantes me daría más seguridad en caso de que consiguiera trabajo como profesora porque ahí vería si soy apta para enseñar.” (Participant 3, personal communication, August 13, 2013)

**Didactic class vs No didactic class.** This was another of the cognitive dissonances that the pre-service teachers presented in their pedagogical practicum. The *table 8* presents a brief summary about how emerged the dissonance before we presented its narrative description.

<table>
<thead>
<tr>
<th>Table 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Didactic class vs No didactic class” Dissonance</td>
</tr>
<tr>
<td>Belief 1</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Didactic class</td>
</tr>
</tbody>
</table>

Considering the training experience that the pre-service teachers had and their learning about the didactic in EFL, the pre-service teachers were flexible in giving explicit information about the concept of didactic and how they conducted their class with the use of it. They referred also to the use of different activities, games and no technological materials that focused on didactic lessons. Nevertheless, with the fast development of the society and the constantly uses of ICT in education the pre-service teachers showed that they emphasized their classes with the use of this. Hence, this new approach about ICT in education tended to limit the pre-service teachers view about how English class could be conducted didactically.

In concordance with that, numbers of pre-service teachers during their pedagogical training at La Salle University showed us clearly the concept of didactic in education. Firstly, the pre-service teachers considered that didactic was a principal element during their English classes because it permitted them to put in practice the theories learned through the methods, strategies and activities. In that way the pre-service teachers could make the English class more efficiently. Even though, some pre-service teachers had exposed their perceptions regarding to the concept of didactic in education, they implicitly confirmed us a disruption between the theory and practice. Teaching didactically for pre-service teachers concerned a misconception between
theory and practice because the basic assumptions that the pre-service teachers held about the English teaching didactically implied necessarily the use of the technology in their classrooms.

Finally, those were the issues and challenges encountered during the practicum. Pre-service teachers considered as relevant the use of technology in their English class because the technology permitted them to develop a didactic teaching and learning environment. That conception involved the dependence of the pre-service teachers to the use of electronic devices such as audio-visual in their lessons plans.

In a sense, pre-service teachers usually found difficulty to deviate their lesson prepared with technological devices to other not technological activities. For example, some failure in the technological device could cause anxiety and pressure in the pre-service teachers who had already prepared their lesson with the use of them. In this case, the resistance to the change by the pre-service teachers to other didactic activities without technology conducted them in a traditional education.

An effect of recalling memories from the past experiences during the practicum pre-service teacher commented:

“A veces los instrumentos tecnológicos que requeríamos los practicantes para enseñar de una manera didáctica el inglés, no eran disponibles entonces las instituciones educativas no permitían hacer este cambio por este motivo me remitía a enseñar gramática.” (Participant 1, personal communication, August 13, 2013)

“Yo manejo en mis clases el televisor o video beam, les presento películas para que ellos aprendan a escuchar considero que esta es una buena forma para que aprendan de la cultura inglesa y es una clase didáctica. Cuando no tengo esta tecnología a la mano me invento
talleres y guías creando juegos para que el estudiante capte la regla gramatical de inglés y se la prenda más fácil.” (Participant 2, personal communication, August 13, 2013)

“Los medios tecnológicos sirven mucho para motivar a los estudiantes a hacer las clases más dinámicas, también hace que los estudiantes vean la tecnología como un medio de aprendizaje. Yo, no tuve la oportunidad de utilizarlos porque siempre estaban dañados o la institución no los prestaba, así que ella hacia otro tipo de actividades como guía y talleres en la práctica.” (Participant 3, personal communication, August 13, 2013)

**Traditional education vs Modern education.** This was another of the cognitive dissonances that the pre-service teachers presented in their pedagogical practicum. The following table 9 is a summary of the narrative description about how emerged the dissonance presented below.

Table 9

“**Traditional education vs Modern education**” Dissonance

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional</td>
<td>Modern</td>
<td>The pre-service teachers focused their efforts on promoting ICTs tools,</td>
</tr>
<tr>
<td>education</td>
<td>education</td>
<td>activities and methodologies that made the class more didactics and modern.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nevertheless, they presented a discrepancy in their answers because they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>established the application of memorization, grammar and writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>worksheets as well as the use of the Spanish language in the whole</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English lessons.</td>
</tr>
</tbody>
</table>

Before their practice teaching, the pre-service teachers reported some beliefs about the teaching and learning English. Those beliefs proposed concrete ideals about how English class could be conducted and how the teachers could implement the English class activities. The pre-service teachers lived experienced in their schools, as students and after as pre-service teachers,
formed in them a perspective about the English class. For example, and based on their previous experience, the pre-service teachers led their lessons according to the way that they were taught. Even though, the modern education demanded new methods of teaching English and the pre-service teachers referred the precise knowledge about the use of different methods for making the class enjoyable; they felt certain pressure in the school curriculum that made their class traditional. In this way the pre-service teachers tended to resume their fixed beliefs.

The findings presented that the pre-service teachers unconsciously tended to adopt in their English class the use of the vocabulary and grammar. It was also evident that the process of memorization and translation played an important role in the English class. Even though, the participants showed in the narrations the use of different strategies for making the English class more active without the use of grammar; they reported a disparity in other responses.

For instance, they related that they preferred to use games or technological devices in order to gather students in a conversational way. However, the pre-service teachers in other relates, considered the grammar worksheets and the memorization of the vocabulary were relevant activities that contributed to the English learning. On the other side, the pre-services teachers commented that they inclined to Spanish in order to make a comprehensive grammar lesson.

For that reason, pre-service teachers had tendency to work in English grammar the whole class. On the other side, the pre-service teachers referred that the conventional curriculums and the lack of the technological devices influenced their class negatively. For example, the conventional curriculums did not let pre-service teachers made a more effective and enjoyable
English teaching. For that reason, pre-service teachers addressed their English teaching to the grammar explanations, and writing on the board making passive and receptive students.

The next comments by pre-service teachers made comprehensible why they modified their way of teaching.

“Mis clases en la práctica fueron muy regulares. Y fueron basadas en gramática y en fotocopias. Porque los profesores no dejaban hacer otra cosa.” (Participant 1, personal communication, August 13, 2013)

“El inglés es una cadena como el español. Las bases es saber gramática, todo bien, sin dejar huecos. Y todo lo que implica saber una segunda lengua.” (Participant 2, personal communication, August 13, 2013)

“La principal base de la enseñanza del inglés es la gramática y el contacto directo con la lengua porque los estudiantes conocen mejor la estructura y la pueden memorizar fácilmente.” (Participant 3, personal communication, August 13, 2013)

“El gusto por el idioma es fundamental y creo que luego entrar a enseñar gramática pero en una forma combinada para que no sea aburrida.” (Participant 4, personal communication, August 13, 2013)

“La principal base para enseñar inglés es la gramática y luego el oral, si los estudiantes saben la estructura de la oración ellos serán capaces de producirla.” (Participant 5, personal communication, August 13, 2013)

Theory vs Practice. This was another of the cognitive dissonances that the tenth semester pre-service teachers at La Salle University presented in their pedagogical practicum. Before we
presented the narrative description about this cognitive dissonance, we did a brief summary about how emerged it in the next table 10.

Table 10

“Theory vs Practice” Dissonance

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Practice</td>
<td>The pre-service teachers had partially applied the theories what they had learned during their class training. Even though they mentioned to have enough knowledge about theories, they seemed confused during the practice experiences because they could not integrate the theories to their classroom by classroom contexts. It determined that the usefulness and applicability of the theories into the classrooms were subjective and were addressed by the customs, values and beliefs.</td>
</tr>
</tbody>
</table>

The interviews and the questionnaire revealed that the pre-service teachers had in mind all the formal theories learned in their training. However the pre-service teachers found that the classrooms were places where the teachers not only applied their knowledge. The classrooms also meant to take into account students´ context, personalities, qualities and skills.

In general, all of the research participants reported to have internal doubts when the theory related in their training did not work in their practice as well holding on to the theory could contribute to feelings of stress. In a sense, the pre-service teachers´ obstacles in the classroom permitted to them to change the theories by the emotions and informal advice given by others who experienced those situations. Those aspects that influenced their actions in each situation into the classroom permitted that the pre-service teachers created alternative forms about their teaching English that made them felt secure.
Firstly, it was essential to recognize that the pre-service teacher’s context provided a set of the theories which could be applied into the practice. Thereby, the pre-services teacher during their training acquired a number of theories and techniques. Those theories and techniques supposed to give a clearer understanding of developing teaching and learning EFL classes. In a sense, the process of integrating of the theory and the practice meant paying attention to the construction of the knowledge and the subsequences actions of the pre-service teachers. Even though, the pre-service teachers related to have a lot of knowledge about theories, they showed in their narrations that the theories were literacy easy to reminders that were not consistent with the practice.

Secondly, to have into account the external factors as experiences induced to the clutter the pre-service teachers´ mind. For that reason, the conflicts between the theory and the practice permitted that they relied less on knowing what to do. The strong relationship between the theories and the actions into the practice tented to be majority influenced by the beliefs and the past experiences. On the other side, the knowledge of the theories about the role of the teachers had been to recede unconsciously by the pre-service teachers.

Thirdly, the pre-service teachers considered that to keep in mind the theory could be irrelevant when they were in practice. It refers, that the pre-service teachers made an understanding of the implications about the theory and practice into the classrooms.

On the other hand, the pre-service teachers commented that their ability articulating the theory and the practice could change. It was possible because their environment, beliefs and costumes supported their EFL practices in order to make and effectiveness teaching classroom.
In short, pre-service teachers felt under pressure in attempting to find different strategies that motivate students to learn English.

**Learning English in Colombia vs Learning English in an English speaking country.**

This was another of the cognitive dissonances that the pre-service teachers presented in their teaching training. The following *table 11* presents a brief summary about how emerged the dissonance presented below.

Table 11

“*Learning English in Colombia vs Learning English in an English speaking country*”

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning English in Colombia</td>
<td>Learning English in speaking culture</td>
<td>The pre-service teachers along their five years of training considered that they were not successful English learners. They also described important to go abroad and learn English in a real context. On the other side, they reported incongruence in their answers because they established that learning English in a perfect way could spend three years in Colombia.</td>
</tr>
</tbody>
</table>

The findings shared the pre-service teachers’ thoughts about the English language acquisition. The pre-service teachers considered that to learn English in a immerse culture was beneficial for them. According to the pre-service teachers, English acquisition could be better through experimentation and practice into a real context.

The participants established in their opinions that to learn English was easier in the country in which they were in daily contact with the language. The effects of learning English in an English speaking culture was assumed by the pre-service teachers as the best way to be more proficient and experienced. The pre-service teachers considered that their English level was not
good in comparison with other pre-service teachers who learnt English in an English speaking culture because they saw significant differences in the use of the grammar, listening and speaking.

However, the responses showed that pre-service teachers who learned English in the Colombian context did not enjoy practicing English with Spanish speakers. The pre-service teachers also indicated that they did not use the English language and the vocabulary learned in other different contexts than the teaching practicum.

In regards to the English level obtained in their country, the pre-service teachers validated that learning and speaking English in a correct way could take three or four years of studying intensely. Thus, the pre-service teachers considered that they had enough time for learning English in their training. And, they were negative about their own perception in the English knowledge about their English abilities. Nevertheless, the pre-service teachers concerned the importance of the cultural immersion as the best way to learn and speak English perfectly.

“Con respecto al idioma. En el caso de inglés. Se puede llenar cambiando la malla y aumentar la intensidad de las horas. En mi caso tener más contacto con la lengua, interactuar con nativos, no tanto estructura, sino dichos que ellos utilizan normalmente.” (Participant 1, personal communication, August 13, 2013)

“Conocer la cultura por internet a veces es suficiente, no es necesario viajar para aprender inglés correctamente.” (Participant 2, personal communication, August 13, 2013)

“El docente debe aprender sobre la cultura que va a enseñar. Y no confundirla, no tratar de enseñar la cultura inglesa a través de la de nosotros. El profesor debe mostrar las
diferencias y similitudes. Y tener en cuenta para incorporarlo en el salón de clase.” (Participant 3, personal communication, August 13, 2013)

“Tener interacción con la cultura de nativos mejoraría el nivel de inglés en los practicantes.” (Participant 4, personal communication, August 13, 2013)

“La universidad debería tener una serie de materias, donde se den a conocer los elementos culturales anglofonos o americanos que deben ser brindados por la universidad teniendo más contacto con la cultura, además que hayan estudiantes de intercambio, tutores extranjeros desde el principio de la carrera.” (Participant 5, personal communication, August 13, 2013)

“Estoy fuera del país me proporcionó el aprender expresiones, movimientos y cultura, además el inglés que manejamos es el de los libros y el de la estructura gramatical que muchas veces ya estando fuera del país no se maneja o no tiene sentido porque termina siendo un inglés técnico y arcaico.” (Participant 6, personal communication, August 13, 2013)

“Mi inglés ha mejorado porque viaje a Inglaterra. Mejor bastante porque no tenía un nivel bueno. Trataba de estudiarlo pero le tenía odio. Cuando me fui le cogí mucho amor. Y de pronto me hace falta más autonomía y esfuerzo, sobre todo el trabajo autónomo.” (Participant 7, personal communication, August 13, 2013)

As explained above, we noticed in the results how pre-service teachers have derived from their psychological and cognitive dimensions confusions that were fully supported in their narrations.
**Model vs Reality.** This was another of the cognitive dissonances that the pre-service teachers presented in their pedagogical practicum. The following *table 12* is a summary of the narrative description about how emerged the dissonance presented below.

Table 12

“*Model vs Reality*” Dissonance

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Reality</td>
<td>The pre-service teachers followed theoretical or language teacher models for planning their classes in order to build and carry out good classes. They based on their classes of teacher formation as well as in teachers advices as their tutor practice. However, they presented a dissonance when they realized their planning did not work in the classroom in the same way due to the results were different from the expected.</td>
</tr>
</tbody>
</table>

Research participants showed an uncomfortable feeling when their belief about following models for planning their English classes did not work in the classroom. They followed theoretical or language teacher model for planning their classes such as their didactics and material design classes and the advices of their teachers. They took those models because they wanted to build and plan good classes. Then, they used those kinds of models in order to create new and fun activities, methods and strategies in the classroom during their pedagogical practicum.

However, when they applied the lesson plan in their classroom, the results were different from the expected. They usually took a model to plan their classes. They constructed that model according to the aspects explained in the previous belief. Research participants put their class expectations in this lesson plan. Every lesson plan they constructed to display the development
of activities for each class. But, its development and outcomes were different from the development expected.

This was the cognitive dissonance because research participants gave account of the presence of a cognitive dissonance caused by the lived experience and the logical inconsistency among cognitive elements. Thus, cognitive dissonance produced a discomfort about followed models, which provoked a bad state in them by their experience, with their plannings in the classroom. The results expected of followed models were different from real application of the lessons plans.

We could see this dissonance when research participants in the interviews said:

“Al final todo lo que pensé que podía hacer con los estudiantes no se dio, solo una parte.” (Participant 2, personal communication, August 13, 2013)

“Los contenidos y la práctica tienen relación pero es muy cómico porque la verdad una cosa es verla en la teoría, pero otra cosa es estar en la práctica.” (Participant 3, personal communication, August 13, 2013)

“Si yo me quedo con solo la teoría y lo técnico, la forma como te estrellas con el entorno de la educación es bien complejo.” (Participant 4, personal communication, August 13, 2013)

**Own knowledge vs Academic knowledge.** This was another of the cognitive dissonances that the pre-service teachers presented in their teaching training and pedagogical practicum. Before we presented the narrative description about this dissonance, we did a brief summary about how emerged the dissonance.

Table 13

“Own knowledge vs Academic knowledge” Dissonance
Belief 1  Confronted Belief  Dissonance
---
Own knowledge  Academic knowledge  The pre-service teachers argued teachers could have three main bases for teaching English as high level of English, good teaching methods and classroom management, discipline and autonomy with the objective of having security in the planning and development of classes. Nevertheless, they felt discomfort when they realized they lack linguistic and teaching knowledge to perform as teachers.

Research participants showed an uncomfortable feeling when they realized that they did not own the main bases for teaching English. Research participants believed that there were main bases for teaching English as 1) high level of English; 2) good methods to teaching and having classroom management; and 3) discipline and autonomy. Those were important to teach English because gave them the security to plan and carry out their classes. Those also gave them the power of demanding to their students had a good knowledge and good level of English. Research participants considered they could own enough knowledge about EFL teaching and learning because it was essential to have success as an English teacher.

Nevertheless, research participants did not feel confident as English teachers because they did not have the main bases. They explicitly said they lack enough linguistic knowledge. They implicitly said they lack teaching knowledge as classroom management, discipline and autonomy. They thought that university did not give enough knowledge to carry out as good EFL teachers. Although, they also thought university only gave a part of the preparation to be teachers, they could put another part, as well.

That was a cognitive dissonance because research participants gave accounting of that they presented a discomfort caused by the lived experience and the logical inconsistency among
cognitive elements. Thus, the cognitive dissonance produced uneasiness about lack of main bases for teaching English that provoked a sad mood in them by their poor knowledge academic and personal. They did not have the security whether they were teaching well or not. They considered having a lot of lacks both in teaching and language.

We evidenced that cognitive dissonance when research participants in the interviews said:

“Yo creo que no fueron suficientes las bases [de lengua] que me dio la U. Yo hice el curso de inglés antes de empezar la carrera y eso me sirvió muchísimo, yo no hubiera podido hacer eso si no hubiera tenido como esas basecitas.” (Participant 1, personal communication, August 13, 2013)

“Yo creo que faltaron muchas cosas, digo que sería bueno como desde primer, segundo semestre meterlo a uno en ese mundo real para que cuando uno llegue allá no se estrelle y no tenga como esa barrera que impide tener esa pertenencia.” (Participant 2, personal communication, August 13, 2013)

“Yo pienso que la Universidad no proporciona ese ambiente o ese espacio para decir venga lo que usted está aprendiendo lo tiene que hacer de esta manera.” (Participant 4, personal communication, August 13, 2013)

**Believed adults attitude vs Real adults attitude.** This was another of the cognitive dissonances that the pre-service teachers presented in their pedagogical practicum. The following table 14 presents a brief summary about how emerged the dissonance presented below.

Table 14

“Believed adults attitude vs Real adults attitude” Dissonance
Beliefs and Cognitive Dissonances

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believed adults attitude</td>
<td>Real adults attitude</td>
<td>Based on planning and development of classes, pre-service teachers believed that teaching to adults was better than to kids. They thought adults had different goals that could allow them to be disposed to the EFL learning. But, they had a dissonance when they realized adults study English because they were bound to do it, and the attitude of the adults was totally different from the expected.</td>
</tr>
</tbody>
</table>

Research participants showed an uncomfortable feeling when they realized that teaching adults was different from the expected. They believed to give classes to adults was better than to kids in terms of planning activities and development of the classes. That situation happened because pre-service teachers thought that adults had goals such as willing to learn or improve their English as a personal goal, getting a better job, to be competitive in today's world, among others.

But, research participant realized that adults studied English because of it was a duty or requirement to graduate at university. They did not pay attention, were bored in class and did English activities reluctantly. Generally, they judged, were hard, and frown with the way of teaching. Students’ adults did not like with they as teachers did in class.

That was a cognitive dissonance because research participants gave accounting of that they presented a discomfort caused by the lived experience and the logical inconsistency among cognitive elements. The dissonance produced an insipidity about real attitude of adults’ students that provoked a sad mood in them by their experience in classroom during their pedagogical practicum. Thus, they changed their point of view about teaching adults. It was evident when research participants said in the interviews:
“Cuando entre a octavo [semestre] me toco en el Centro de Lenguas, corrí con la suerte que ya era universitarios. Pero cuando entre el primer día, en el grupo había unos que no les gustaba [el inglés], estaban ahí por cumplir solo el requisito de la Universidad, o no les interesaba el inglés.” (Participant 3, personal communication, August 13, 2013)

**Believed expectations vs Real happenings.** This was another of the cognitive dissonances that the pre-service teachers presented in their pedagogical practicum. The following table 15 is a summary of the narrative description about how emerged the dissonance presented below.

Table 15

<table>
<thead>
<tr>
<th>Belief 1</th>
<th>Confronted Belief</th>
<th>Dissonance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Believed expectations</td>
<td>Real happenings</td>
<td>Initially the pre-service teachers decided study B.E. in Spanish, English and French at La Salle University because they loved teaching and language, or they just followed parents’ or family advices, or for a teacher inspiration. They thought to be teacher could be easy. However, the real experience in the pedagogical practicum did not meet their expectations and they changed their point of view about to be teacher.</td>
</tr>
</tbody>
</table>

Research participants showed an uncomfortable feeling when they realized that they did not want to be teachers after finished their pedagogical practicum. They believed that they liked the language and teaching. Besides, they decided to study bachelor education for three main reasons: 1) their love for teaching or languages, 2) for parents’ or family advices, 3) for an English teacher inspiration. For that reasons, they made the decision of studying B.E. in Spanish, English and French at La Salle University.

Nevertheless, their experience in the pedagogical practicum was different from the expected. Their expectations about teaching learning and pedagogy were different from the
happenings. The prospects that they had about major were totally different to real situations. At the end of pedagogical practicum, that situation allowed them to change their point of view about major. They did not want to be teachers now.

That was a cognitive dissonance because research participants gave accounting of that they presented a discomfort caused by the lived experience and the logical inconsistency among cognitive elements. The dissonance produced a disequilibrium about real happenings in pedagogical practicum that provoked a dreary mood in them by their experience in the pedagogical practicum. The real happenings did not accomplish their expectations about pedagogical practicum and the major. Then, they decided not practice as teachers because it did not meet their desires.

That dissonance was evident when we asked research participants about how they would have liked to practice their profession, and they said:

“La práctica no sirvió mucho, me gustaría ser traductora… Yo decidí estudiar porque pensé que enseñar era fácil pero en el transcurso del tiempo me di cuenta que era difícil. Además quería estudiar inglés para poder viajar.” (Participant 2, personal communication, August 13, 2013)

“Me gustaría ser traductora.” (Participant 3, personal communication, August 13, 2013)

“Aún no he decidido si seguir como docente.” (Participant 5, personal communication, August 13, 2013)

“Como auxiliar de vuelo o traductora.” (Participant 6, personal communication, August 13, 2013)
Post-decisional Dissonance. This was the post-decisional dissonances that the pre-service teachers presented at the end of their pedagogical practicum:

To be or not to be an English teacher. The decision to become an English teacher was based on many personal expectations as well of current events in the past in which the role of the school teacher played an important role. However, in our society and due to the globalization process the English language for those times it required a big attention with regard to the standard of life.

For that reason, the research participants contemplated in their decisions about becoming English teachers the following aspects. Firstly, the large demand of a second language in all the fields that gave to the people more opportunities in the business areas. In addition, the notion of getting a better job that increases their economy. Second, the research participants had the idea about to improve their English proficiency. They wanted it in order to obtain studies in schools and universities around the world that required the high level in the English language. Finally, they wanted to travel to different countries. They considered the English language as the common connection between people from different cultures.

With attention in the research participants’ decision and the question about why they got enroll into the major different reasons emerged, even though they come to the major by own decision. But, after the practice all of them presented a distinctive discomfort. In reality, research participants were uncertain about their profession as teachers. They expressed dissatisfaction with their jobs because it was not well paid. They also referred that they did not a good relationship with their students’ behaviors into the class as they thought before pedagogical practicum. Therefore, they thought that practice gave them the strong emotional arguments to
Beliefs and cognitive dissonances

Abandon their profession as teachers. Besides, other research participants felt badly at the end of their practicum because they enrolled with the idea to be translator and increase their English language. Nevertheless, they considered their English level was basic for being a translator. Finally, the research participants resolved to work in a different kind of jobs.

Disparities between the degree program competences and the real competences of pre-service teachers

Before we established the disparities between the degree program and the real competences of the pre-service teachers, we needed to determine the real competences of the tenth semester pre-service teachers at La Salle University taking into account the beliefs and cognitive dissonances found and explained previously.

Pre-service teachers’ real competences

Data analysis approach and procedures. In order to determine the real competences of the pre-service teachers, as we analyzed the instruments data for answering the first research question, we followed the four over eight steps of the qualitative analysis of content provided by Wildemuth and Zhang (2009) for analyzing the beliefs and cognitive dissonances found, as follows:

Preparing the data. Considering the second research question, we prepared the beliefs and cognitive dissonances of the pre-service teachers that we had previously identified and explained. We prepared our first results in order to determine the role that those beliefs and dissonances played in the construction of their competences as teachers as well as their disparities with the degree program competences.
Defining the unit of analysis/comparing data. Based on the beliefs and cognitive dissonances of the pre-service teachers, we determined the units of analysis of the data. We took those text pieces or beliefs and dissonances of the pre-service teachers as the units of analysis as can be seen in the table 16 below:

Table 16

Units of analysis of pre-service teachers’ real competences

<table>
<thead>
<tr>
<th>UNIT OF ANALYSIS</th>
<th>BELIEFS</th>
<th>COGNITIVE DISSONANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenagers’ disposition in the English Classes (COGNITIVE)</td>
<td>Role play as the best activity for learning English (COGNITIVE)</td>
<td>Large groups vs Small groups (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td>Pre-service teachers’ references to teaching English in pedagogical practicum (COGNITIVE)</td>
<td>Feelings at the beginning of pedagogical practicum (AFFECTIVE)</td>
<td>Didactic class vs No didactic class (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td></td>
<td>Feelings in the middle of pedagogical practicum (AFFECTIVE)</td>
<td>Traditional education vs Modern education (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td>Pedagogical Practicum as a space for teaching experience (COGNITIVE)</td>
<td>Teachers’ first impressions (PERFORMANCE)</td>
<td>Theory vs Practice (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td></td>
<td>The challenge of the first day at School in their future teaching career (PERFORMANCE)</td>
<td>Learning English in Colombia vs Learning English in an speaking country (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td></td>
<td>Difficulties in the classroom along pedagogical practicum (PERFORMANCE)</td>
<td>Model vs Reality (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td></td>
<td>Believed adults’ attitude vs Real adult attitude (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td>Believed adults’ attitude vs Real Happenings (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
</tbody>
</table>

Developing categories and coding scheme. Taking into account the units of analysis chosen, we determined the categories for the beliefs and cognitive dissonances. In the case of beliefs, we determined the categories for their units of analysis taking into account the relevant educational aspects that can cause the beliefs, stated by Rokeach (1968) such as: “Cognitive”, “Affective” and “Performance” aspects. In the case of cognitive dissonances, we determined the categories for their units of analysis taking into account two of the four relevant states that can cause a cognitive dissonance, stated by Festinger (1957) such as: “Live experience” and “Logical inconsistency among cognitive elements”. Those categories reflected the aspects and elements that caused the beliefs and cognitive dissonances of the pre-service teachers at La Salle.
Coding all texts. Taking into account our second question and the units of analysis chosen, we determined the final coding. In the case of beliefs, the final coding for the categories “Cognitive”, “Affective” and “Performance” was “Real knowledge, feelings and actions of the pre-service teachers”. In the case of cognitive dissonances, the final coding for the categories “Live experience” and “Logical inconsistency between cognitive elements” was “Inconsistent thoughts, beliefs, and attitudes of the pre-service teachers”.

Results. Based on the content analysis of the beliefs and cognitive dissonances explained above, we could affirm that the pre-service teachers of tenth semester at La Salle University had beliefs that relied on cognitive, affective and performance aspects, as stated Rokeach (1968). First, those beliefs gave to them specific knowledge about the selfless disposition of the teenagers, the importance of the role play for learning English, and the theories or models references for teaching English. Second, they had beliefs about their feelings at the beginning and in the middle of pedagogical practicum that allowed them to lose the fear and be more secure as pre-service teachers. Third, they had beliefs about the experience that the practicum gave them, the difficulties that presented in class, their impressions and behavior as future teachers.

However, they presented cognitive dissonances that relied on live experience and logical inconsistency between cognitive elements as affirmed Festinger (1957). All of the cognitive dissonances were the result of the practical contact of facts; and of the lack of coherence or logic between what they believed and what happened. Those cognitive dissonances happened because: 1) the knowledge and experience acquired was enough to deal with small groups, but not to large
groups. 2) The pre-service teachers thought that could make didactic classes as modern education, but the majority of the classes given were 'no didactic' as traditional education. 3) The theory received in teaching formation was totally different to practice; the models that they followed did not give the expected results. 4) Pre-service teachers had to learn English in Colombia, but they thought that learn English in an English speaking country is better. 5) Pre-service teachers thought that for being English teachers had to have a minimal bases that, they affirmed did not have. 6) They believed that work with adults could be better, but the adults’ attitude was not the better. Finally, the expectations that they had about the practicum and career were different to expected.

Thereby, the pre-service teachers’ beliefs and cognitive dissonances played an important role in the building of their competences as teachers which could define as to have knowledge and experience about students' attitude, to know best activities for teaching, to work with small groups, to make didactic classes, to know modern education, theories and teaching models. All of them gave them security and confidence for acting and facing the difficulties presented in the pedagogical practicum. However, they did not have enough language knowledge to face the real educational life that was characterized by having large groups and ‘no didactic' classes in the current traditional education; nor to overcome the failed theories/models of teaching and pedagogical in the reality of the Colombian educational practice.

**Degree program competences vs pre-service teachers’ real competences**

After we determined the real competences of the tenth semester pre-service teachers at La Salle University, we established the disparities between the degree program and the real competences of the pre-service teachers.
Data analysis approach and procedures. In order to know the disparities between the degree program competences and the real competences of the pre-service teachers, as we analyzed the data for answering the first research question and determining the real competences of pre-service teachers, we followed the four over eight steps of the qualitative analysis of content provided by Wildemuth and Zhang (2009) for analyzing the competences of the pre-service teachers found, as follows:

Preparing the data. Considering the second research question, we prepared the real competences of pre-service teachers that we had previously identified and explained. We prepared that data with the objective of determining the way that the real competences of pre-service teachers were different to the degree program competences.

Defining the unit of analysis/comparing data. Based on the real competences of pre-service teachers, we determined the units of analysis of the data. We took text pieces of the narrative description of the real competences of the pre-service teachers as the units of analysis.

Developing categories and coding scheme. Taking into account the units of analysis taken, we determined the categories for the pre-service teachers’ real competences. We determined the categories for their units of analysis considering the degree program competences, as can be seen in the table 17 below:

<table>
<thead>
<tr>
<th>Pre-service teacher real competences</th>
<th>Degree program competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pre-service teachers of tenth semester had a limited knowledge and experience about students' attitude, best activities for teaching, to work with small groups, to make didactic classes, to know modern education, theories and</td>
<td>“El licenciado en lengua castellana, inglés y francés posee una sólida formación académica e investigativa, (ACADEMIC FORMATION) con dominio de las lenguas de su formación en las dimensiones</td>
</tr>
</tbody>
</table>
Thus, we highlighted the three main units of analysis in three different colors (yellow, blue and pink) which were coded as “Academic formation”, “command of the languages”, and “Intercultural competence”. From those units of analysis and categorized about the pre-service teachers’ real competence, we developed the final coding.

**Coding all texts.** Taking into account our second question and the coding scheme established previously, we determined the final coding. In order to answer the second research question, we did a final descriptive narration about the disparities between the degree program competences and the pre-service teacher real competences. For that purpose, we considered the degree program competences at La Salle University, and the pre-service teachers real competences evidenced through their beliefs and cognitive dissonances found. Finally, the beliefs and cognitive dissonances found revealed the real competences of the pre-service teachers at La Salle University; and reflected disparities with the degree program competences in terms of academic formation, language command, and intercultural competence.

**Results.** The degree program competences and the pre-service teacher real competences differed in that the Education Faculty Degree Program Profile said that “El licenciado en lengua
castellana, inglés y francés posee una sólida formación académica e investigativa, con dominio de las lenguas de su formación en las dimensiones comunicativa, pragmática y discursiva. Con base en la articulación de estas tres dimensiones, el docente desarrolla una competencia de tipo intercultural, donde la relación entre lenguas, sociedades y culturas le permiten asumir la interacción de manera responsable, con sentido crítico, actitud de búsqueda de construcción de su personalidad, fundamentada en la interacción grupal, comunitaria y social.” (Universidad de La Salle. Currículos Redimensionados FCE. Perfiles Profesionales, 2010, p.71)

However, according to the research results the Lasallian undergraduate in Spanish, English and French had an acceptable academic background in both language and pedagogy. He/she was a professional who acquired a lot of theory in the training process; and little experience in teaching practice. He/she lacked of knowledge of the languages of their training as communicative, pragmatic and discursive formation. He/she had difficulty with social-cultural-educational interaction having no the knowledge or experience necessary to address education, society and culture today. He/she had beliefs and dissonances: cognitive, affective and attitudinal, that prevented her/his a committed, enriching and constructive interaction with self, community and society.
Chapter Five:  
Conclusions and Pedagogical Implications

Conclusions

The qualitative research allowed us to study and answer our research questions by interpreting the reality of the pre-service teachers in their pedagogical practicum. We could describe, understand and analyze the beliefs and cognitive dissonances that held 10th semester EFL pre-service teacher at La Salle University in their training and teaching practice experience. As well as, to know how those beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers at La Salle University.

This study confirmed the existence of common fixed beliefs that the pre-service teachers held about the teaching EFL and the practice. Generally, the research revealed how the beliefs were changing during the pedagogical practicum conforming to the new experiences and the expositions to the information. According to Nespor (1987) the beliefs maintain their origin and tend to reaffirming. However, the experiences and the practices could modify the pre-service teachers’ perspectives by permitting the transformations of beliefs and the origin of the cognitive dissonance. The findings also showed a clear understanding of how pre-service teachers taught taking into account their beliefs and dissonances about teaching EFL.

The three main instruments applied in this research revealed the beliefs and the cognitive dissonances presented during the training and practice of the EFL pre-service teachers at La Salle University. We also explored humanistic and psychological elements that offered a view about
the constitution of the beliefs and the emergence of the dissonances that permitted the development of their English classes as pre-service teachers and future teachers.

The findings identified the most relevant beliefs and dissonances that the pre-service teachers held in the pedagogical practicum. Those results showed how the beliefs in teaching EFL appeared at a time when they were in their training as pre-service teachers as well as through the interaction with their social and pedagogical context. The adoption of those beliefs was reaffirmed with the time by establishing the real role of the language teacher in the pre-service teachers’ mind.

As we have mentioned, the most common beliefs found lied on three points as cognitive component that meant, beliefs and knowledge; affective component that meant, emotions, motivation, and feelings; and a performance/behavioral component that meant, actions. Those beliefs were in line with Rokeach (1968) in the way that those beliefs were about knowledge of teaching and learning experience; feelings and emotions about the pedagogical practicum; and actions about their behaviors and responsibilities as pre-service teachers and future teachers.

To be more specific, the first beliefs lied in the disposition of the teenagers, the best activity for learning English, the references for teaching English and the pedagogical practicum as a space to acquire teaching and learning experience. The second beliefs resided on the pre-service teachers’ expectations and fear feelings about teaching and learning at the beginning of pedagogical practicum as well as the comfortable and confident feelings in the middle of practice. The third beliefs lied in their impressions as teachers in front of their students; their teaching-learning and socio-cultural challenges as future teachers; and their possibilities to solve classroom difficulties.
The majority of the pre-service teachers’ answers confirmed the negative perception about the teenagers’ disposition in the English classes. That thinking involved the pre-service teachers’ process of reflecting on previous experiences that made them resistant to teach teenagers students as well as the difficult for enhancing teenagers into the English class. Furthermore, the pre-service teachers expressed definite views about the use of the role play during their English classes. The method referred corresponds to the central belief in teaching EFL regarding to the use of communicative activities. The pre-service teachers supported that strategy as enjoyable and effective for teaching and learning English because they saw that students were interested in their classes. According to the pre-service teachers, those activities tended to favor students’ communicative competence through the performance of real situations.

Conforming to the pre service teachers’ answers they manifested to follow the theories learned during their training. Even though they reported to use in their practice many theories in order to make the class effective, this study showed that they were influenced by advices and personal spontaneous emotions. Regarding to the model of theory or teacher that they followed in their practices, the pre-service teachers considered important to have a referent of teacher for teaching English in their professional work. In a sense, the pre-service teachers related to adopt in their practice manners, strategies, activities and personality traits of their experienced teachers that were successful in their training.

Pre-service teachers presented expectations and fear feelings about teaching and learning at the beginning of pedagogical practicum as well as the comfortable and confident feelings in the middle of practice. They had many expectations about how would be the pedagogical practicum that caused in them a feeling of fear. But, the practice and the time allowed them to
lose the fear and felt more comfortable and confident. As the time passed, they realized that they had to show a good impression in their students. They thought that they had to have good language knowledge, security and leadership to teach English with the objective of students respecting them. Pre-service teachers believed that they could give a good first impression in their students in terms of knowledge, security and strictness. As well as, to have enough knowledge about EFL teaching and learning that could allow them to be sure and strict in the planning of their classes. Besides, they thought had to know the teaching-learning and socio-cultural context of their place of practice and of the students in order to meet the needs and desires of the community as well as to solve the difficulties presented in the classroom.

On the other hand, reviewing the evidence of dissonances of the pre-service teachers’ answers, it was clear that, according to Festinger (1957), the nature of the dissonance emerged from the new information acquired by the pre-service teachers during the teacher training, the pedagogical practicum in the contact with their students and, the relationship with their colleagues. That information was confronted with a previous knowledge or implanted belief and in their fixed beliefs.

The pre-service teachers’ reflection about the beliefs they held to promote the inevitable changes in their cognitive elements. Following Festinger (1957) the lived experience and the logic inconsistency between cognitive elements were evidenced in the answers of the three instruments. As we had mentioned in the results, the most common cognitive dissonances relied on the knowledge and experience acquired was enough to deal with small groups, but not to large groups. The pre-service teachers thought that could make didactic classes as modern education, but the majority of the classes they gave were 'no didactic' as traditional education.
The theory received in teaching formation was totally different to practice because the models that they followed did not give the expected results. Pre-service teachers had to learn English in Colombia, although they thought that was better to learn English in an English speaking country. Pre-service teachers did not have the minimal bases for being English teachers that they thought had to have. The adults’ attitude was not the better for teaching English as they thought. Finally, the expectations that they had about the practice and career were different to expected.

First of all, pre-service teachers expressed definite views about the practice with small groups. The pre-service teachers found to teach small groups permitted them to have a control in students’ English learning and also to have a good classroom management. On the other side, the pre-service teachers manifested inconsistencies in their answers because they referred that a real teaching practice could be with large groups. That attention in large groups concerned the need to attend the real teaching context and conditions in public schools around the country. According to Barrera & Maldonado (2012) Colombian public schools have overpopulation in their classes. Even though, they showed in their study how the large class influenced in the low quality of education in public schools, the Colombia government increased the educational coverage in students with economical necessities that meant, a big effort made by the teachers who had to adapt their classes. For that reason, pre-service teachers focused their divergences between their stated beliefs and the external cultural factors.

Similarly, the pre-service teachers revealed inconsistent answers regarding the use of didactics in their English class. They mentioned to have clarity in the concept of didactics in education and reported having integrative strategies, games and technological devices that aimed at making their English classes more effective. However, the pre-service teachers seemed to
reflect on the use of technology and eventually, in different answers they showed a strong dependence to the technological devices in their English classes. That discovery demonstrated the discrepancy in terms of didactic due to the pre-service teachers’ conversations who unconsciously revealed that the didactic class meant necessarily the use of technological devices in their English classes. We also found interesting that the majority of the pre-service teachers in their English class development had to use a technological devices in order to make the class didactic for their students. On the other hand, the results evidenced that the pre-service teachers got stressed and tended to focus their classes on grammar lessons and improvised worksheets due to the lack of technological devices and a poor availability of those in their teaching practice.

Additionally, the pre-service teachers had a lack of congruence between the theory and the practice. According to pre-service teachers the theory, which they received during the teaching training, was just a formal knowledge that did not play any role into the pedagogical practicum. In a sense, the pre-service teachers tended to lead their practicum taking into the account the situations presented into the classroom. For that reason, they conducted their EFL practice and actions by their emotions, beliefs and informal advice given by experienced teachers. The relationship between the internal emotions and the theories evidenced conflicts in the cognitive, behavioral and emotional beliefs.

In terms of learning EFL the pre-service teachers reported to believe that learning English in an immerse culture provided them opportunities to be more accurate in pronunciation, grammar and listening. In contrast, the same sample of participants also showed in their conversations that learning English language in a perfect way could spend three years in Colombia. For example, according to British Council Colombia (2014) we could carry out all the levels of
English in 184 weeks, that meant, 4 years approximately. Considering the pre-service teachers’ responses those assumptions evidenced a rise of dissonance. Those confronted beliefs had the tendency to present in the pre-service teachers a perception about their self-efficacy in English. Consequently, they described having a negative confidence in their English ability by indicating the necessity to have a cultural English immersion.

Besides, pre-service teachers thought that for being English teachers had to have main bases for teaching English as high level of English, good teaching methods and classroom management, discipline and autonomy in order to own security in planning and development of classes. Nevertheless, they affirmed did not have those bases because they lack linguistic and teaching knowledge to perform as teachers. Pre-service teachers also held a mental discomfort because they believed that work with adults could be better. They thought adults had different goals that could allow them to be disposed to the EFL learning. But, the adults’ attitude was not the better. They studied English because of they were bound to it. For that reason, they who had decided to study B.E. in Spanish, English and French for loving teaching and language, or following family advices, or teacher inspiration; changed their point of view about to be teacher. The real experience in the pedagogical practicum did not meet their expectations and they no longer wanted to be teachers.

The tendencies found the presence of a post-decisional dissonance. Firstly, the findings revealed that the pre-service teachers got enrolled in the major by vocation. One characteristic that the pre-service teachers had in common was the idea to be a teacher because this profession was amazing for them because they could teach and change students’ minds.
However, during the training and practicum, they presented a discomfort with their profession and their initial decision. They expressed their regrets about their occupation as teachers because their economic prospects did not accomplish their expectations. They also commented that they wanted to abandon their pre-service teachers training because they were disappointed with their English level and their lack of abilities for managing the classrooms. In spite of the pre-service teachers felt different emotions about their training, they were sure about not to revoke their decision to obtain their English, Spanish and French bachelor degree because they considered to waste so much time and money in their training. For that reason, the pre-service teacher had in mind to travel abroad, after finishing their major, in order to acquire a good English level and work in other professions as translators and air stewards.

Finally, the findings of this research about the training and pedagogical practicum beliefs and cognitive dissonances reflected the disparities between the degree program competences and the real competences of the pre-service teachers of tenth semester at La Salle University. The competences of the pre-service teachers evidenced the current provision of language teacher education as well as the knowledge in pedagogical strategies of Lasallian teacher. They revealed the qualification in which practical teaching took place and the teaching competences presented to teach. The pre-service teachers had the faculty of promoting or inhibiting the language acquisition through the technological devices allowing the creativity and flexibility in the language classes of pedagogical practicum; they also were aware of the teaching contexts. In a sense, they tried to make relation to education theories with the cognitive and affective dimensions of real teaching situations.
Nevertheless, they had an acceptable academic background in both language and pedagogy that prevented face to the real education life. They were professionals who acquired a lot of theory in the training process; and little experience in teaching practice. They lacked of language knowledge of their training as communicative, pragmatic and discursive formation. They had difficulty with social-cultural-educational interaction having no the knowledge or experience necessary to address education, society and culture today. They had beliefs and dissonances: cognitive, affective and attitudinal, that prevented them a committed, enriching and constructive interaction with self, community and society.

**Pedagogical Implications**

The implications of this research in the pre-service teachers EFL teaching practice at La Salle University required an examination about the knowledge learning, procedural beliefs and dissonances evidenced during the training by denoting the effects of those into the pedagogical practicum.

It was also important denote that this study tried to pursue with the bachelor degree program at La Salle University the incorporation of the personal reflections of the pre-service teachers and experienced teachers training from the La Salle University. Reflections about the beliefs and dissonances of the language, the methods, the pedagogy, the curricula in order to develop a rational sense of the language teaching and their impacts on students, schools and society.

On the other hand, it was significant that through the process of exploring beliefs and dissonances in teaching EFL, the educational programs focused their attention on the integrations theories of language teaching in the practice by promoting the close relationship, in the pre-
service teachers, between the knowledge and the actions that they made in their classrooms in order to encourage the development of their competences as teachers.

The research permitted to identify the beliefs and cognitive dissonances immersed during the pre-service teachers training that posteriorly generated the construction of the teachers’ competences. From this study, the pre-service teachers at La Salle University could reflect from their lived experience, their actions, emotions and knowledge, their role as teachers considering the impact of those in the educational context in order to improve the English classes and have a successful professional in the modern society.
**References list**


BELIEFS AND COGNITIVE DISSONANCES


BELIEFS AND COGNITIVE DISSONANCES


Raths and Mc Aninch (2000) *Teacher Beliefs and Classroom Performance: The Impact of Teacher Education.* (PB) (Advances in Teacher Education (Book 6)


Appendices

Appendix 1. Participant Letter

UNIVERSIDAD DE LA SALLE
II CICLO 2013
CONSENTIMIENTO INFORMADO PARA PARTICIPANTES DE INVESTIGACIÓN

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara especificación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación titulada “10TH SEMESTER PRE-SERVICE TEACHERS BELIEFS AND COGNITIVE DISSONANCES: A NARRATIVE REFLECTION ON EFL PRACTICE AT LA SALLE UNIVERSITY”, es conducida por Eliana Lorena Florido y Mabel Angélica Niño, de la Universidad de la Salle.

Su usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista. Esto tomará aproximadamente 30 minutos de su tiempo. Lo que conversemos durante estas sesiones se grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de esta investigación.

Yo __________________________ declaro que he leído el presente documento, se me ha explicado en qué consiste el estudio y mi participación en el mismo, he tenido la posibilidad de aclarar mis dudas y tomo libremente la decisión de participar en la investigación.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente voluntaria y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. Además se me ha entregado un duplicado firmado de este documento.

El presente documento se firma en Bogotá D.C., a los ____ días de _________ de 2013.

_________________________  __________________________
Appendix 2. Life Story Interview

We would appreciate hearing your perspective on the different aspects that pre-service teachers keep in mind in order to teach English as a foreign language.

Background questions:

1. ¿Cómo había imaginado su primer día de práctica?
2. ¿Cómo fue su primer día de práctica?
3. ¿Cómo se sintió después de realizar su práctica?
4. ¿Cómo fue esa primera interacción con sus estudiantes?
5. ¿Aprendió algo de la interacción con los estudiantes?
6. ¿Crees que los conocimientos que tienes son suficientes para enseñar una segunda lengua?
7. ¿Consideras que tienes alguna limitación para enseñar inglés?
8. ¿Qué clase de metodología utilizas para tus clases de Inglés?
9. ¿Cambio en algo la visión de su práctica pedagógica la enseñanza de una segunda lengua?
10. ¿Qué te desanima de la profesión docente?
Appendix 3. Life Story Interview “Transcription”

This is one of the eight transcriptions of the first “life story” interviews that we carried out for determining the beliefs and cognitive dissonances of the pre-service teachers in their training and teaching practice experience.

Entrevista 1

Entrevistador (E1): Quisiera que habláramos sobre tu experiencia en la PP, como fue tu primer día, como te sentiste, que expectativas tenías?

Entrevistado (E2): Bueno, expectativas muchas porque pues uno no sabe con quién se va a encontrar, que tipos de estudiantes, como van a ser, como van a responder a las actividades, a lo que tú les vas a proponer, pero entonces pues, sí oséa uno va con la mejor actitud pero ya después uno se da cuenta. Yo trabajo en el centro de lenguas de la U, ya eran muchachos en sus 15-16 años, entonces ellos están estudiando inglés porque les toca, porque es un requisito de la U, entonces no a todos les gustaba y la disposición de ellos no era la mejor, ellos eran como: ay si otra vez, nos tocó con otro profesor, nos tocó con ella, entonces pues no era la mejor disposición, ya con el tiempo pues uno como que ya empieza a cogerle un poquito más de canchita, ya los nervios desaparecen un poquito porque uno empieza a temblar y eso, y los estudiantes se dan cuenta de eso, mientras tu estas dando las fotocopias, uno es ay temblando!! Entonces los estudiantes se dan cuenta mientras que ya después uno como bueno ya me relajo un poquito.

E1: Y porque crees que te daban tantos nervios?
E2: Por lo mismo, por la reacción de ellos. Que de pronto ellos empezaran: no está profesorita sí que nos tocó, cosas así. Sí. Que no les gustará.

E1: Como si no supieras?
E2: Sí, como si de pronto ellos dijeran esta no sabe nada, o estamos perdiendo el tiempo con ella.

E1: Pero entonces era como parte y parte, era un poco de nervios de será que yo sí puedo enseñar esto, y otro era: y ellos como me van a ver a mí?
E2: Si claro, si parte y parte. Me daba miedo todo, todo al principio. Pero entonces ya con el tiempo a través de las clases y todo eso, más relajadito.

E1: Como fue transcurriendo tu PP, después de que ya le perdiste esos nervios?
E2: Pues al principio no fue fácil, oséa no fue tan de la noche a la mañana que ay me pasaron los nervios y ya. Porque pues de todas formas en las siguientes clases uno siempre seguía, porque siempre estaba algún profesor, porque nos tocaba grabar las clases, entonces todo eso influye, que la camarita estar ahí siguiéndolo a uno, que el profesor observando, que si tu dijiste una palabra mal, volteas a mirar al profesor y él está allá escribiendo y tomando nota, que pronuncio mal, entonces todas esas son cositas que también afectan, también le hacen dar miedo a uno.

E1: Ósea que tu preparabas más las clases teniendo en cuenta que estabas siendo observada que para los estudiantes?
E2: Si más que todo, sí.

E1: Preparabas la clase para la observación?
E2: Sí, como con ese miedo o también con el miedo que le sobrará a uno tiempo. Y uno ay Dios mío! Qué hago? entonces le tocaba como preparar varias actividades pues por si le llegaba sobrar tiempo y tener como que su plan B.

E1: Y en cuanto a lo que la U te dio para tu poder llegar a esa PP como lo sentías en ese momento, que eran suficientes, tenías las bases necesarias?
E2: Yo creo que no, bueno yo de pronto sí pero entonces yo me daba cuenta de compañeros que ellos las bases. De pronto por lo que yo hice el curso de inglés antes de empezar la carrera y eso me sirvió muchísimo, yo no hubiera podido hacer eso si no hubiera tenido como esas basecitas. Hay muchos que le huyen antes a tener que trabajar con gente adulta, la mayoría se van es por niños. Entonces yo dije: Bueno, vamos a tomar el riesgo, fue por eso porque yo dije: me siento más o menos preparada y creo que tengo la capacidad de dar la clase, pero fue por eso, no por la universidad en sí.

E1: Las bases las adquiriste en los cursos que hiciste antes de entrar a la U?
E2: Ajam! Antes y pues después las fue desarrollando en la U.

E1: En cuanto a enseñanza, no en cuanto a lenguaje?
E2: En enseñanza sí porque igual tuve buenos profesores de evaluación, didácticas, todas esas. Me pareció que en ese sentido sí iba pues algo bien preparada.

E1: Tú dices que muchos le huyen a enseñarles a adultos que prefieren irse a niños, porque crees que sucede eso?
E2: Por el miedo, porque de pronto sienten que el conocimiento no es, ósea que no se van a poder desenvolver dando una clase a adultos, si ya como que el adulto lo va a juzgar más a uno, va a hacer un poco más duro, va a hacer mal cara, mientras que el niño ay no le importa, si aprendió bien y si no también, chévere y todos nos reímos.

E1: Y después de la PP que ya ahora que estas en 10mo semestre, terminando la PP, pasando año y medio en práctica, que crees que la práctica te dio, te ofreció, que aprendiste, que rescatas?
E2: Me ayudó muchísimo porque ahorita estoy trabajando en un instituto, también estoy trabajando con adultos, entonces ya como que uno ya va preparado, ya uno tiene sus bases, ya uno sabe con qué se va a estrellar, que va a necesitar, que no debe hacer, entonces por eso me parece que me sirvió muchísimo.

E1: Cuando estabas enseñando en la práctica en que momento sentías que lo que enseñabas o lo que tu esperabas que fuera la clase, no ocurría?
E2: Sí, a veces era como por vocabulario que de pronto uno no pensaba bueno que vamos a cogernos la cabeza y de pronto tu no sabías el vocabulario para decir que se iban a coger la cabeza, entonces uno quedaba como que, y pues la vaina era el otro profesor que estaba ahí observándonos que uno era como será que le pregunté pero habían profesores que no les gustaba que les preguntara, entonces eso era como el pedacito difícil, de pronto por vocabulario, aunque los estudiantes te preguntaban: teacher what is the mean of this? y uno hehe check the dictionary! Jajá porque no sabía, si entonces era como que uno quedaba ay no que!

E1: Pero algún momento te causo lo que tú hacías como docente como profesora de inglés y lo que ocurría en la clase, que tú digas oye porque está pasando esto?
E2: No, nunca me paso. Siempre trate como que de llevar lo planeado y nunca me paso que me saliera de eso.

E1: Diría yo que, desde mi perspectiva, que tenías éxito en la planeación porque no se te presentaban esas dificultades? Preparabas entonces el tema completo, analizabas el posible vocabulario?
E2: Si eso sí, por eso lo digo, porque siempre le tocaba a uno buena esta lectura tiene tales palabritas, entonces buscaba y en un papelito porque se me olvidaba el significado, cosas así, por eso me tocaba, pues eso como que le sirve a uno muchísimo y, ahora lo sigo haciendo, porque si me llegan a preguntar pues tener las respuestas, no como que y ahora que hago.

E1: O sea que tú consideras que es importante la práctica pedagógica en el proceso de enseñanza de la licenciatura?
E2: Sí, me ayudó muchísimo. Ósea nosotros tuvimos muchos problemas en el Centro de Lenguas, por x o y razón: que a veces no teníamos, que los profesores se disgustaban, que no les gustaba que fuéramos, que ay otra vez este practicante, pero de todas formas fue una muy buena una experiencia, enriquecedora.

E1: Tu cambiarias tu profesión para irte a otro lado o te mantendrías firme, no esta es mi vocación y yo sigo?
E2: Es buena pregunta. Pues no sé, yo creo que tal vez sí por el sector económico porque de pronto pues plato es plato, no! Entonces uno de pronto piensa pues más en eso. De eso precisamente estábamos hablando que día con una compañera que nos queremos ir como au pair, y ella me decía: aquí tenemos status social, tenemos reconocimiento, wow la profesora, pero no tenemos plata, mientras que si nos vamos como au pair vamos a tener plata pero no vamos a tener status social, ves la diferencia?, entonces eso es algo que quiero hacer.

E1: Y cual pesaría más?
E2: Yo creo que pesa más al estar aquí bien con su familia, ganando poquito pero contenta, mientras que de pronto lo haga por la experiencia, por tener más contacto con la lengua, por aprender un poco más, pero ya.

E1: Cual dirías tu entonces que es el perfil del profesor de inglés, del graduado en cuanto a profesor de inglés que la U entrega a la sociedad?
E2: No sé! Ahí sí me corro.

E1: Pero no crees que la PP tiene mucho que ver ahí, como el asesoramiento?
E2: Pues como te digo, yo no sé cómo es la experiencia de mis compañeros que estuvieron trabajando en colegios, con niños.

E1: Y en tu experiencia, en tu contexto de PP?
E2: Es que no sé, no se me ocurre nada.
Appendix 4. Life Story Interview “Analysis”

This is the analysis of the “life story” interview transcribed that we presented in the appendix 3.

Entrevistado 1

Beliefs

1. Expectativas muchas porque pues uno no sabe:
   - Con quien se va a encontrar.
   - Que tipos de estudiantes
   - Como van a ser
   - Como van a responder a las actividades, a lo que tú les vas a proponer
2. Me daban nervios por:
   - Por la reacción de ellos.
   - Será que yo sí puedo enseñar esto.
   - Ellos como me van a ver a mí?
   - Si pronunciaba algo mal
   - Que me sobrará tiempo

   Me daba miedo todo, todo al principio. Pero entonces ya con el tiempo a través de las clases y todo eso, más relajadito.

   Evidencia: Al principio no fue fácil, ósea no fue tan de la noche a la mañana que ay me pasaron los nervios y ya. Porque pues de todas formas en las siguientes clases uno siempre seguía, porque siempre estaba algún profesor, porque nos tocabas grabar las clases, entonces todo eso influye, que la camarita estar ahí siguiéndolo a uno, que el profesor observando, que si tu dijiste una palabra mal, volteas a mirar al profesor y él está allá escribiendo y tomando nota, que pronuncio mal, entonces todas esas son cositas que también afectan, también le hacen dar miedo a uno.

3. Preparaba más las clases teniendo en cuenta que estabas siendo observada que para los estudiantes.
   4. Hay muchos que le huyen antes a tener que trabajar con gente adulta, la mayoría se van es por niños.
   5. Muchos le huyen a enseñarle a adultos y prefieren ise a niños, por el miedo, porque de pronto sienten que el conocimiento no es, ósea que no se van a poder desenvolver dando una clase a adultos, si ya como que el adulto lo va a juzgar más a uno, va a hacer un poco más duro, va a hacer mal cara, mientras que el niño ay no le importa, si aprendió bien y si no también, chévere y todos nos reímos.

6. Siempre trate como que de llevar lo planeado y nunca me paso que me saliera de eso.

   Cognitive dissonance

1. Uno va con la mejor actitud pero ya después uno se da cuenta que ellos están estudiando ingles porque:
   - Les toca
   - No a todos les gusta

   Evidencia: Yo trabajé en el centro de lenguas de la U, ya eran muchachos en sus 15-16 años. No a todos les gustaba y la disposición de ellos no era la mejor, ellos eran como: ay si otra vez, nos tocó con otro profesor, nos tocó con ella, entonces pues no era la mejor disposición.

3. Ya con el tiempo pues uno como que ya empieza a cogerle un poquito más de canchita, ya los nervios desaparecen un poquito porque uno empieza a temblar y eso, y los estudiantes se dan cuenta de eso.

   Evidencia: mientras tu estas dando las fotocopias, uno es ay temblando!! Entonces los estudiantes se dan cuenta mientras que ya después uno como bueno ya me relajo un poquito.

Teoría vs práctica

1. Yo creo que no eran suficientes las bases que me dio la U, bueno yo de pronto si pero entonces yo me daba cuenta de compañeros que ellos las bases.

   Evidencia: De pronto por lo que yo hice el curso de inglés antes de empezar la carrera y eso me sirvió muchísimo, yo no hubiera podido hacer eso si no hubiera tenido como esas basecitas. Hay muchos que le huyen antes a tener que trabajar con gente adulta, la mayoría se van es por niños.

   Entonces yo dije: Bueno, vamos a tomar el riesgo, fue por eso porque yo dije: me siento más o menos menos preparada y creo que tengo la capacidad de dar la clase, pero fue por eso, no por la universidad en sí.

2. Las bases las adquirí en los cursos que hice antes de entrar a la U y después las fui desarrollando en la U.

3. En enseñanza si porque igual tuve buenos profesores de evaluation, didactics, todas esas. Me pareció que en ese sentido si iba pues algo bien preparada.

Fue útil la PP

1. La PP me ayudó muchísimo porque ahorita estoy trabajando en un instituto, también estoy trabajando con adultos.

2. Ya como que uno ya va preparadito, ya uno tiene sus bases, ya uno sabe: con que se va a estrellar, que va a necesitar, que no debe
hacer, entonces por eso me parece que me sirvió muchísimo.

3. La PP me ayudó muchísimo. Ósea nosotros tuvimos muchos problemas en el Centro de Lenguas, por x o y razón: que a veces no teníamos, que los profesores se disgustaban, que no les gustaba que fuéramos, que ay otra vez este practicante.

4. Fue una muy buena una experiencia, enriquecedora.

**Factor Económico**

1. Total vez cambiaría el ser docente por otro trabajo por el sector económico porque plata es plata. Entonces uno de pronto piensa pues más en eso.

2. Estábamos hablando que día con una compañera que nos queremos ir como au pair, y ella me decía: aquí tenemos status social, tenemos reconocimiento, wow la profesora, pero no tenemos plata, mientras que si nos vamos como au pair vamos a tener plata pero no vamos a tener status social, ves la diferencia?, entonces eso es algo que quiero hacer.

3. Yo creo que pesa más la estar aquí bien con su familia, ganando poquito pero contenta, mientras que de pronto lo haga por la experiencia, por tener más contacto con la lengua, por aprender un poco más, pero ya.
Appendix 5. Life Story Interview “Results”

These are the results of the first “life story” interview that we analysis in the appendix 4 in order to determine the beliefs and cognitive dissonances of pre-service teachers in their training and teaching practice experience.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Cognitive Dissonances</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-service teachers have a lot of expectations before pedagogical practicum.</td>
<td>• Those expectations were totally different from their experience.</td>
</tr>
<tr>
<td>• Teach English is not easy related to level of knowledge of the language of the pre-service teachers. Then, if they teach English, they should teach well.</td>
<td>• The university does not prepare the level of the English language very well. The preparation not only depends on pre-service teachers, but they themselves and their autonomous work.</td>
</tr>
<tr>
<td>• Teacher should show themselves in terms of knowledge, security and strictness.</td>
<td>• Knowledge acquired at University does not give them the security and strictness necessary.</td>
</tr>
<tr>
<td>• If pre-service teachers are studying English is because they like it.</td>
<td>• Not all of students are studying B.E. because they like it, but they like only the language.</td>
</tr>
<tr>
<td>• Planning is important in order to have success in the classes.</td>
<td>• They have problems with planning in terms of time.</td>
</tr>
<tr>
<td>• Work with adults is better than work with kids in terms of planning the activities and the development of the class. Also, management of the classes with kids and teens is more complicated than adults in terms of discipline. Because, work with kids implied become in a clown, inclusive in their parents.</td>
<td>• The adults studies and do activities in English because they have to.</td>
</tr>
<tr>
<td>• The challenge of the first day is to know needs, level, age and context of the students.</td>
<td>• Pre-service teacher do not pretend to be teachers.</td>
</tr>
<tr>
<td>• Students do not want to learn English because is boring.</td>
<td>• Pre-service teachers act into the class in different way to the theories studied in their training.</td>
</tr>
<tr>
<td>• The technological resources make the English class more didactics.</td>
<td>• They teach grammar because the absences of resources do not permit another kind of activities.</td>
</tr>
<tr>
<td>• The books are only for grammar.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6. Narrative Interview

After hearing you in the first interview, we would like that you answer the next questions taking into account your feelings and experiences during your practice.

Background questions:

1. Como aprendiste a manejar los nervios y/o el pánico en la PP?

2. Tú dijiste que tenías en cuenta muchos aspectos para enseñar inglés. Que aspectos tienes en cuenta cuando vas a enseñar inglés?

3. Como te sentías cuando los estudiantes no tenían disposición frente a tus clases?

4. Como crees que el docente debe mostrarse (venderse) para generar una buena disposición de los estudiantes en el desarrollo de las clases?

5. Consideras que tu forma de enseñanza está influenciada por la forma como te enseñaron los profesores en el colegio y en la U? Tiendes a enseñar cómo te enseñaron?

6. Como llenabas las expectativas de los estudiantes en la PP? Que estrategias usabas para motivarlos? Buscas recomendación de tus docentes? O de otras referencias?

7. Desde cuando tenías la expectativa de ser profesor? Estudiaste para ser profesor? Quienes consideras influyeron en esa decisión? (S)

8. Tú decías que los estudiantes de la licenciatura salen mal preparados en el área de lenguas y con pocas bases de práctica en la enseñanza, entonces como hacías para dictar tus clases?

9. Para ti cuales son las bases de la enseñanza del inglés. Cuales prepara la U y cuáles no, y por qué?(S)
10. Después de 5 años de estudiar en la U, crees que tu nivel de inglés ha mejorado? En qué medida influyo la U? Y que te hace falta para prepararte bien? De Quien o de que depende esa preparación?

11. Hiciste algún curso de inglés antes de empezar la carrera? Tenías algunas bases de inglés Fue útil la PP

12. En qué medida crees que la PP te transformo como persona y te dio la confianza de ser docente?

13. Tuviste algún inconveniente con tu asesor de práctica? (Solicitar contar el problema) En qué medida influyo el inconveniente en el desarrollo de tu PP? (SCO)

14. Cúales herramientas consideras te dio la PP para desenvolverte en un salón de clases?

15. En qué medida crees que el éxito de tus clases depende de su planeación? Porque?

16. Como crees que la U debe promover o hacer conocer el verdadero enfoque de la carrera?

17. Hay vacíos en la carrera? Cuáles? Como crees que se pueden llenar? (SDO)

18. Que herramientas socio-culturales-lingüísticas son necesarias para que el docente en formación tenga bases sobre la cultura inglesa y/o americana?

19. Has pensado en viajar a otro país con el objetivo de mejorar tu nivel de inglés y mejorar tu nivel de vida? (CO) Por qué? Tiene que ver ese viaje con algo de la carrera?
Appendix 7. “Narrative Interview” transcription and analysis

These are the transcriptions of four of the eight second “narrative” interviews that we carried out for determining the beliefs and cognitive dissonances of pre-service teachers in their training and teaching practice experience.

<table>
<thead>
<tr>
<th>Second Instrument – Narrative Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PREGUNTAS</strong></td>
</tr>
<tr>
<td><strong>CREENCIAS Y CONFLICTOS</strong></td>
</tr>
<tr>
<td>Como aprendiste a manejar los nervios y/o el pánico en la PP?</td>
</tr>
<tr>
<td>Tu dijiste que tenias en cuenta muchos aspectos para enseñar inglés. Que aspectos tienes en cuenta cuando vas a enseñar inglés?</td>
</tr>
<tr>
<td>Como te sentias cuando los estudiantes no tenian disposición frente a tus clases?</td>
</tr>
<tr>
<td>Como crees que el docente debe mostrarse (venderse) para generar una buena disposición de los estudiantes en el desarrollo de las clases?</td>
</tr>
<tr>
<td>Consideras que tu forma de enseñanza esta influenciada por la forma como te enseñaron los profesores en el colegio y en la U? Tiendes a enseñar cómo te enseñaron?</td>
</tr>
</tbody>
</table>
### BELIEFS AND COGNITIVE DISSONANCES

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desde cuando tenías la expectativa de ser profesor?</td>
<td>Estudia para ser profesor. Influenciado por mi familia, por la instrucción en mi colegio, la normal. Soy bachiller normalista.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estudiaste para ser profesor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quienes consideras influyeron en esa decisión?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tus clases en practica fueron muy regulares. Y fueron basadas en fotocopias. Por que los profesores no dejan hacer otra cosa.</td>
<td>Mis clases en practica fueron muy regulares. Y fueron basadas en fotocopias. Por que los profesores no dejan hacer otra cosa.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Para ti cuales son las bases de la enseñanza del ingles. Cuales prepara la U y cuales no, y por que?</td>
<td>Elingles es una cadena, es como el español. Las bases es saber gramática, todo bien, sin dejar huecos. Y todo lo que implica aprender una segunda lengua.</td>
<td>Las estrategias, las tecnicas, los metodos, el nivel, el contexto. La U lo prepara a uno en todo, pero es más el trabajo autonomo que se el dedica.</td>
<td>Conocimiento, estructuras gramaticales, buena pronunciacion, manejo de grupo. La U si da buenas bases y dan la PP que le sirve a uno para formarse durante ese periodo y no llegar a la vida real y extentrarse.</td>
<td>Nivel de idioma avanzado, tecnologias pedagogicas, estilo de aprendizaje de los estudiantes, tipos de enseñanza, gramatica, vocabulario, contenidos.</td>
</tr>
<tr>
<td>Después de 5 años de estudiar en la U, crees que tu nivel de ingles ha mejorado? En qué medida influyo la U? Y que te hace falta para prepararte bien?</td>
<td>Yo empece en ceros. Ahora no soy el mejor hablante, pero si he aprendido demasiadas cosas pero no el uso de la lengua como un docente la debe manejar. Y que hace falta demasiadas cosas como las funciones gramaticales, lingüisticas, etc. Y no solo depende de la U, tambien de nosotros como estudiantes.</td>
<td>Si ha mejorado porque viaje a Inglaterra. Mejore bastante porque no tenia un nivel bueno. Trataba de estudiarlo pero le tenia odio. Cuando me fui le cogi mucho amor. Y depreto mucho. Me hace falta mas esfuerzo, mas autonomia. Y el trabajo autonomo sirve mucho para mejorar.</td>
<td>Mi nivel de ingles ha mejorado pero no precisamente por la Universidad. Me hace falta nivel de lengua y ya depende de uno, de una practica extracurricular para mantener o mejorar el nivel.</td>
<td></td>
</tr>
<tr>
<td>De Quien o de que depende esa preparación?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hiciste algún curso de ingles antes de empezar la carrera?</td>
<td>No. Bases del colegio pero eso mucha mucho antes de que empee la U.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenias algunas bases de ingles antes de entrar a la U?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Si. Cuando sali del colegio sali con lo basico. Pero cuando estuve en los primeros semestres hice un curso que me ayudaba pero la experiencia fue cuando sali del pais.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Since when you had the expectation of becoming a professor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you study to become a professor?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who do you think influenced your decision?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your classes in practice were very regular. They were based on photocopies. Why did the professors not allow you to do another thing?</td>
<td>Mis classes in practice were very regular. They were based on photocopies. Why did the professors not allow you to do another thing?</td>
<td>The strategies, the techniques, the methods, the level, the context. The University prepares one in everything, but it is more the autonomous work that one dedicates.</td>
<td>Knowledge, grammatical structures, good pronunciation, group management. The University does give good bases and gives the PP that serves one to form oneself during that period and not arrive at the real life and extracurricular.</td>
<td>High level of advanced language, pedagogical technologies, styles of learning of the students, types of instruction, grammar, vocabulary, contents.</td>
</tr>
<tr>
<td>After 5 years of studying at the University, do you believe your level of English has improved? To what extent does the University influence you? What do you lack to prepare well?</td>
<td>I started at zero. Now I am not the best speaker, but I have learned so many things but not the use of the language like a teacher should handle it. And what lacks so many things like grammatical functions, linguistic, etc. And it not only depends on the U, but also on us as students.</td>
<td>I improved because I went to English. I improved a lot because I did not have a good level. I tried to study it but I hated it. When I left I fell in love with it. I depraved myself a lot. It lacks more effort, more autonomy. And the autonomous work is very useful for improving.</td>
<td>My level of English has improved but not precisely by the University. I lack language level and it depends on me, of a practical extracurricular to maintain or improve the level.</td>
<td></td>
</tr>
<tr>
<td>Whose or what depends on this preparation?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you take any English course before starting your career?</td>
<td>No. Before the college yes with the basics. But when I was in the first semesters I took a course that helped me but the experience started when I left the country.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you have any English bases before entering the U?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PREGUNTAS</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>3</strong></td>
<td><strong>4</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>FUE UTIL LA PP</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>En qué medida crees que la PP te transformó como persona y dio la confianza de ser docente?</td>
<td>La PP fue un proceso más, ese no cambio mi forma de percibir mi carrera ni como la iba a desempeñar. Fue muy básica, muy sencilla. Fue una materia más. Porque ni la institución presta los medios ni uno como estudiante practicante hace las cosas para mejorar la práctica.</td>
<td>En el momento que estaba en el salón y tenía que controlar a los estudiantes, hablar en inglés, saber que recursos utilizaría para aprender a hacer un lessón plan.</td>
<td>Me dio más seguridad y confianza en el momento de trabajar.</td>
<td>Me cambio la perspectiva de no ser una persona tan relajada en el tema, sino que debo tener otros aspectos como el ambiente, las formas de aprender de los estudiantes, la motivación.</td>
</tr>
<tr>
<td>Tuviste algún inconveniente con tu asesor de práctica? (Solicitar un cambio de la guía?) En qué medida influyó el inconveniente en el desarrollo de tu PP?</td>
<td>Nunca.</td>
<td>Nunca. Conté son dos buenos tutores.</td>
<td>No.</td>
<td>Yo tuve un problema con mi asesor en mi segunda práctica. Ella trataba de guiarme por los lugares que creía pertinentes, que eran totalmente distantes a lo que yo creía. Finalmente se dio cuenta que debía respetar mi estilo de aprendizaje. Influyó solo en el desarrollo de una clase que me hizo la</td>
</tr>
<tr>
<td>Cuales herramientas consideras te dio la PP para desarrollarte en un salón de clases?</td>
<td>Depronto me ayudo a hacer un lesson plan. Pero creo que no me dio ninguna herramientas.</td>
<td>La confianza en mi. Aprender usar los recursos, las metodologías, las estrategias.</td>
<td>Conocimiento, estructuras gramaticales, buena pronunciación, manejo de grupo.</td>
<td>Conocimiento para tener en cuenta diferentes aspectos para poder enseñar como el ambiente, las formas de aprender de los estudiantes, la motivación.</td>
</tr>
<tr>
<td><strong>TEORÍA VS PRACTICA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>En qué medida crees que el éxito de tus clases depende de su planeación? Porque?</td>
<td>Es importante hacer un lesson plan, aun mental, porque si no vas a perderse.</td>
<td>Se debía que yo preparaba mis clases siendo consciente del nivel que tenía, la actividad, saber el vocabulario. Y de tener plan A, B y C. Y que las clases tuvieran coherencia.</td>
<td>Si es muy importante. Los estudiantes se dan cuenta cuando no preparas las clases. Y tu te vas a sentir perdido. Es muy bueno preparar las clases, saber que necesitan los estudiantes, estar dispuestos a responder preguntas.</td>
<td>La planeación depende en un 70%. Es como el mapa que te dice por donde seguir, por donde guíate.</td>
</tr>
<tr>
<td><strong>P.PROF. LASALLISTA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Como crees que la U debe promover o hacer conocer el verdadero enfoque de la carrera?</td>
<td>Eso depende de la formación de los estudiantes. Si la U forma de la mejor manera los estudiantes, ellos salen satisfechos de la U. El mismo estudiante que salga va a encargar de promover la carrera y la U.</td>
<td>Damos más bases y herramientas para poder desarrollarnos en la práctica real. Mostrar en la publicidad al estudiante que es lo que va a hacer. Mostrar más la pedagogía.</td>
<td>Sí. Con respecto al idioma. En caso del francés, no tuve mucho tiempo, muchos espacios viendo el idioma. Se puede llamar cambiando la malla aumentar la intensidad de las horas, que ya lo hicieron. En mi caso, tener más contacto con la lengua, interactuar con nativos, no tanto estructura, sino dichos y lo que ellos utilizan normalmente.</td>
<td>Contextualización de lo que los estudiantes van a hacer, que se espera, los requisitos, las motivaciones más cercanas que debe tener para estudiar la carrera.</td>
</tr>
<tr>
<td>Hay vacios en la carrera? Cuales? Como crees que se pueden llenar?</td>
<td>N.A. Ver entrevista 1</td>
<td>Considere que no. Depronto que las prácticas debieran ser más adelante, desde 6to, para tener más bases.</td>
<td>Sí. No tanto falta de información porque el título de la carrera en sí lo dice: licenciatura. Es porque gente lo quiere.</td>
<td>La práctica es muy reducida para poner en práctica lo que se nos presenta en las clases. Nos da el tiempo para repensarnos como docentes en construcción. Y la Universidad tenía que repensar el programa desde el principio, porque hay materias que no son tan necesarias.</td>
</tr>
<tr>
<td>Que herramientas socio-cultural-lingüísticas son necesarias para que el docente en formación tenga bases sobre la cultura inglesa y/o americana?</td>
<td>Conocer la cultura por internet. No es necesario viajar.</td>
<td>El docente tiene que aprender sobre la cultura que va a enseñar. Y no confundirlo, no tratar de enseñar la cultura inglesa a través de la de nosotros. Porque son muy diferentes. Pero si como mostrar las diferencias y similitudes. Y tener en cuenta eso para incorporarlo en el salón de clases.</td>
<td>Tener interacción con la cultura, con nativos.</td>
<td>En la universidad debe haber una serie de materias, no un programa tan amplio, donde se puedan dar a conocer los elementos culturales anglofonos y/o americanos. Deben ser brindados por la universidad tomando más contacto con la cultura, hay estudiantes de intercambios, tutores extranjeros pero que sean implementados desde el principio de la carrera.</td>
</tr>
<tr>
<td>PREGUNTAS</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------</td>
</tr>
<tr>
<td>FACTOR ECONOMICO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has pensado en viajar a otro país con el objetivo de mejorar tu nivel de inglés y mejorar tu nivel de vida? (CO) Por qué? Tiene que ver ese viaje con algo de la carrera?</td>
<td>No porque yo creo que el nivel de inglés se puede mejorar aquí mismo. Puedes conseguir por chat un amigo que hable en inglés y te va a corregir. O en otros muchos grupos. No es necesario estar en esa cultura para poder aprender una lengua perfectamente. Porque yo tengo compañeros que fueron a aprender una lengua pero lo que hicieron fue ir a pasear y eso no es ir a aprender una lengua. Si vas a otro país a aprender una lengua debes ir a hacer un curso, no como plan de vacaciones.</td>
<td>No Aplica. Viajo Inglaterra con el objetivo de mejorar mi nivel de inglés.</td>
<td>Si, Tanto para mejorar mi nivel de inglés como mi nivel de vida. Yo sé que si mejor mi nivel de inglés como profesional me va a ir mucho mejor, voy a tener muchas más puertas abiertas para desenvolverse como docente y para mejorar mi nivel de inglés.</td>
<td>Si viajo el nivel de lengua sube un poco, no creo que mucho. Pero, si creo que culturalmente crecería mucho. Y tener la idea de la cultura que estoy enseñando. Pero sería algo más personal, por motivación propia por ser un elemento que no existe y que debo llenar.</td>
</tr>
</tbody>
</table>
Appendix 8. Narrative Interview “Results”

These are the results of the second “narrative” interviews that we analyze with the objective of determining the beliefs and cognitive dissonances of pre-service teachers in their training and teaching practice experience.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Cognitive Dissonances</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-service teachers have improved the level of English after five years of career.</td>
<td>• The level of English of pre-service teachers of 10th semester is not sufficient to be teachers of English language. Also, the preparation of language and teaching of English does not only depend on University, but they themselves and their autonomous work.</td>
</tr>
<tr>
<td>• Pedagogical Practicum gives pre-service teachers different tools that help them in the teaching of English language.</td>
<td>• Pedagogical Practicum is not sufficient for pre-service teachers finish their academic requirements.</td>
</tr>
<tr>
<td>• Planning is important in order to have success in the classes.</td>
<td>• They have problems with planning in terms of time.</td>
</tr>
<tr>
<td>• Pre-service teachers learned to manage the nervous with the practice, with the experience.</td>
<td></td>
</tr>
<tr>
<td>• Pre-services teacher to teach English take into account population, context, topic, circumstances, methodology, resource, among others.</td>
<td></td>
</tr>
<tr>
<td>• Pre-services teachers filling expectations of students with prizes, creative activities and games.</td>
<td></td>
</tr>
</tbody>
</table>
Gracias por participar en este cuestionario para la investigación sobre las creencias de enseñanza de lenguas y las disonancias cognitivas que estas puedan generar. Sus respuestas serán analizadas únicamente para esta investigación. El siguiente cuestionario consta de 10 preguntas acerca de sus concepciones en la enseñanza de las lenguas durante y después de su práctica pedagógica y formación docente recibida en la universidad. Cordialmente lo(a) invitamos a ofrecer respuestas lo más amplias y honestas posible. De antemano, agradecemos su valiosa ayuda en esta investigación.

1. Describamos por favor cuáles eran sus impresiones y sentimientos hacia la práctica pedagógica en cada uno de los tres semestres de esta.

<table>
<thead>
<tr>
<th>Práctica Pedagógica I:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Práctica Pedagógica II:</td>
</tr>
<tr>
<td>Práctica Pedagógica III:</td>
</tr>
</tbody>
</table>

2. Durante el periodo formativo de la práctica pedagógica, ¿usted siguió algún referente teórico (método, enfoque, o metodología) y/o modelo de profesor de lenguas para construir y hacer sus clases?

| Si ___ No___ ¿Cuál/Quién)?__________________________________________________________ |

Por favor cuéntenos por qué (no) utilizó ese referente teórico y/o modelo de profesor.

Por favor cuéntenos cómo utilizó ese referente teórico y/o modelo de profesor.

3. Por favor recuerde las actividades didácticas y pedagógicas que utilizó a lo largo de su práctica pedagógica para la enseñanza del inglés. ¿Cuáles Usted cree que fueron efectivas en sus clases?

<table>
<thead>
<tr>
<th>ACTIVIDAD</th>
<th>¿Por qué?</th>
</tr>
</thead>
</table>


4. Por favor recuerde las dificultades que experimentó a lo largo de su práctica pedagógica para la enseñanza del inglés. ¿Cómo surgieron y cómo solucionó esas dificultades en sus clases?

<table>
<thead>
<tr>
<th>Describa cómo surgió su dificultad</th>
<th>Cuéntenos cómo la solucionó</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Por favor cuéntenos cómo adquirió el conocimiento necesario para ofrecer buenas clases de inglés en su práctica pedagógica.

6. En su opinión, ¿qué le aportó la práctica pedagógica a Usted como docente y profesional en la enseñanza de las lenguas?

7. Para Usted, ¿cuáles son las principales bases para la enseñanza del inglés y por qué?

8. En su vida profesional, por fuera de la práctica pedagógica de la Universidad, cuéntenos por favor cómo es su comportamiento y disposición en las clases que Usted dirige para enseñar el idioma Inglés.

   El primer día de clase, yo…
   Luego, en las otras clases, yo…

9. ¿Cuéntenos por qué o por quiénes decidió estudiar y terminar esta carrera?

10. Basándose en la experiencia que tuvo en la práctica pedagógica y la formación recibida en la Universidad, ¿cómo le gustaría ejercer su profesión?
## Appendix 10. Questionnaire “Analysis”

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>ESTUDIANTE 1</th>
<th>ESTUDIANTE 2</th>
<th>ESTUDIANTE 3</th>
<th>ESTUDIANTE 4</th>
<th>ESTUDIANTE 5</th>
<th>ESTUDIANTE 6</th>
<th>ESTUDIANTE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describan por favor cuales eran sus impresiones y sentimientos hacia la practica pedagógica en cada uno de los tres semestres de esta.</td>
<td>Practica Pedagógica I</td>
<td>sentia un poco de miedo porque era la primera vez que daba clase, también no estaba seguroavanaugh de como romper el hilo con los niños.</td>
<td>El principio estaba nervioso porque no sabia como enfrentar a los estudiantes y eso me impresionaba mucho, además que fue con adolescentes y pues ellos son un poco complicados de manejar.</td>
<td>sentia expectativa por saber como a ser la practica, emocion y nervios.</td>
<td>Mi practica fue con adultos y puedo decir que la experiencia fue gratificante en todo el sentido de la palabra, pero al contraste con mi trabajo (colegio) no siento que los estudiantes se motiven por aprender.</td>
<td>La primera practica implicaba un desafío ya que es el momento de poner en practica los conocimientos adquiridos, de no parte estaban muy nerviosos de enfrentar las clases.</td>
<td>fue buena a pensar que antes no había tenido experiencia como docente.</td>
</tr>
<tr>
<td></td>
<td>Practica Pedagógica II</td>
<td>Estaba más confiado, pero el desarrollo de la clase a veces no era como yo esperaba. Al final el resultado fue bueno y creo que se logro el objetivo.</td>
<td>En esta practica no tenia tanto miedo porque ya sabía cómo iban a ser las cosas, además los grupos eran de 9-12 personas solamente y en realidad fue facil.</td>
<td>Estaba más seguro, pero igual sabia que nos iban a asustar mucho más.</td>
<td>Durante los semestres mis estudiantes de practica se mostraron agradecidos y gustosos por aprender, aunque se uso diservicion.</td>
<td>Mejor seguridad ante el conocimiento de la dinámica del colegio y los estudiantes.</td>
<td>Hubo mucha más adaptación para enseñar en el colegio y también fui implementando muchas más actividades lúdicas, didácticas y creativas.</td>
</tr>
<tr>
<td></td>
<td>Practica Pedagógica III</td>
<td>Me sentia seguro, porque era un curso más grande, y sabia que podria ser una mejor experiencia.</td>
<td>En la fundación ADE después tuve la oportunidad de trabajar con niños, y como los grupos son pequeños, esto se presta para hacer buenas tareas o talleres.</td>
<td>Definitivamente senti y al saber que tuve durante los tres semestres de practica, mucho más seguridad y conocimiento.</td>
<td>Me senti cómoda con el grupo, si fui avanzada a nivel conversacional, cosa que me emociono bastante y motivó mi trabajo como docente.</td>
<td>Nisiedad por terminar el proceso.</td>
<td>Hubo mucha más adaptación para enseñar en el colegio y también fui implementando muchas más actividades lúdicas, didácticas y creativas.</td>
</tr>
<tr>
<td>2. Durante el periodo formativo de la práctica pedagógica ¿usted siguió algún referente teórico (método, enfoque, o metodología) y/o modelo de profesor de lenguas para construir y hacer sus clases?</td>
<td>Si__ No___ ¿Cuál/Quién)?</td>
<td>Si: Rocío Albaracin</td>
<td>Si: Yamith Fandiño</td>
<td>Si: Rocio Albaracin</td>
<td>Si: Rocio Albaracin</td>
<td>Si: Rocio Albaracin</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Por favor cuéntenos por qué (no) utilizar ese referente teórico y/o modelo de profesor.</td>
<td>Porque ella motivaba a los estudiantes a aprender ingles de una manera diferente, no tan teorica, tema actividades orales y explicada bien.</td>
<td>Por no buen desarrollo como profesor.</td>
<td>Porque me permiti ó mas alía de la gramatica enfocando a mis estudiantes en contextos reales donde era necesario utilizar la lengua.</td>
<td>Fue un proceso de transformacion yo que al principio tenia la impresión de que yo debia tener el control de la clase pero las reflexiones que nos ayudo a hacer el tutor, nos ayuda a describir las ventajas del enfoque comunicativo.</td>
<td>Porque cada profesor enseña a su manera y utiliza y hace la clase como creo conveniente. Claro que con la aprobacion siempre de mi tutor.</td>
<td>No utilizó algún modelo ya que el profesor nunca me asesoró en ese sentido.</td>
</tr>
<tr>
<td></td>
<td>ACTIVIDAD//(Por qué?)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Juego de Rol.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BELIEFS AND COGNITIVE DISSONANCES**

1. **Describimos por favor cuales eran sus impresiones y sentimientos hacia la práctica pedagógica en cada uno de los tres semestres de esta.**

<table>
<thead>
<tr>
<th>PRGUNTAS</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practica Pedagógica I</td>
<td>Nervios, ansiedad, inseguridad</td>
<td>Inicialmente sentir nervioso, ansiedad y emoción.</td>
<td>CLUS, en primer lugar fue solo observación. En lo que considero que es demasiado tiempo (4 meses), 4 horas para solo observar.</td>
<td>Al principio, lo único que se sentía era miedo e inseguridad pero al final en el primer semestre no te fue tan mal.</td>
<td>Para mí fue sencillo, ya que salí de clase con los profesores para hacer la CLUS.</td>
<td>En la práctica nos sentimos un poco confundidos ya que la práctica se limitaba solamente a observar.</td>
<td>Tengo muchas expectativas acerca de enseñar.</td>
</tr>
<tr>
<td>Practica Pedagógica II</td>
<td>Un poco menos inseguro, expectativa, igualmente falta de manejo de grupo.</td>
<td>Ya se apropió de la práctica, hay un poco más de confianza, sé que puede manejar mejor la clase.</td>
<td>CLUS, ya comenzamos a hacer prácticas, es decir, clases. Me sentí bien.</td>
<td>En ese semestre sí tuvimos que dar clases. A medida que las clases se iban desarrollando más confianza y por suerte el profesor con el que trabajo en el CLUS, era buena persona.</td>
<td>Fue difícil ya que nos ofrecieron dictar clases de 2 horas, pero en el caso se limitó a 40 minutos e intentando usar TBL approach el cual es difícil en ese corto tiempo. Además, trabajar con los profesores a la distancia fue difícil ya que no nos ayudaban con los temas en las clases.</td>
<td>Este último semestre, a pesar de que en la práctica, el profesor y porque es el enfoque con mi grupo de trabajo (basado en recolectar datos y autores que formulaban teorías) en esos semestres, me sentí bien.</td>
<td>Me sentía muy contenta de hacer mi práctica pedagógica en el CLUS y tener excelentes profesores quienes me apoyaron sus conocimientos.</td>
</tr>
<tr>
<td>Practica Pedagógica III</td>
<td>Más inseguridad, un poco más de experiencia y fundamento para poder manejar un poco mejor el grupo.</td>
<td>Se desarrolla uno completamente y con más confianza, sé que entiendo mucho mejor el rol docente.</td>
<td>CLUS, en ese semestre me enfoque con mi grupo de trabajo (basado en recolectar información).</td>
<td>Me parece que ese semestre no fue menos difícil que el que el profesor que me dio el caso de estudio fue la CLUS.</td>
<td>Fue un poco manejable, aunque se presentaron problemas con temas y actividades.</td>
<td>Ya comenzamos a hablar sobre la práctica, los profesores eran los que nos evaluaban.</td>
<td>Me sentía satisfecha con mi trabajo como profesora puesto que aprendí bastante de la experiencia.</td>
</tr>
</tbody>
</table>

2. **Durente el periodo formativo de la práctica pedagógica (usted siguió algún referente teórico (método, enfoque, o metodología) y/o modelo de profesor de lengua para construir y hacer sus clases?**

<table>
<thead>
<tr>
<th>ACTIVIDAD/¿Por qué?</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>Funciona muy bien ya que impulsa a los estudiantes a ser creativos y mejorar la pronunciación.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supermanet</td>
<td>Es una actividad que permite a los estudiantes a ser creativos y mejorar la pronunciación.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td>Es útil ya que ellos practican la forma de usar expresiones en contexto.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td>Contribuir y fomentar la competencia comunicativa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Por favor recuerde las actividades didácticas y pedagógicas que utilizó a lo largo de su práctica pedagógica para la enseñanza del inglés. ¿Cuáles Usted cree que fueron efectivas en sus clases?**

<table>
<thead>
<tr>
<th>ACTIVIDAD</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supermanet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Role Play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CATEGORÍAS DE DISONANCIAS Cognitivas

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>ESTUDIANTE 1</th>
<th>ESTUDIANTE 2</th>
<th>ESTUDIANTE 3</th>
<th>ESTUDIANTE 4</th>
<th>ESTUDIANTE 5</th>
<th>ESTUDIANTE 6</th>
<th>ESTUDIANTE 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Por favor cuéntenos cómo adquirió el conocimiento necesario para ofrecer buenas clases de inglés?</td>
<td>Falta de conciencia para aprender el inglés por parte de los estudiantes. Generando actividades que fueron de su agrado teniendo en cuenta sus estilos de aprendizaje. Falta de conciencia para aprender el inglés por parte de los estudiantes. Generando actividades que fueron de su agrado teniendo en cuenta sus estilos de aprendizaje.</td>
<td>El dominio de grupo. Ellos no hacen caso, unos los obligan a ir a tomar esas clases, entonces ellos no quieren aprender, no les gusta el inglés, intenté motivarlos pero creo que no la logre porque ellos continuaban en la misma tonica. El dominio de grupo. Ellos no hacen caso, unos los obligan a ir a tomar esas clases, entonces ellos no quieren aprender, no les gusta el inglés. Intenté motivarlos pero creo que no la logre porque ellos continuaban en la misma tonica.</td>
<td>Creatividad en las actividades. Tomé información de tesis, libros e internet Creatividad en las actividades. Tomé información de tesis, libros e internet</td>
<td>Conocimiento de la lengua Revisión gramatical antes de cada clase Conocimiento de la lengua Revisión gramatical antes de cada clase</td>
<td>Manejo de Voz. Escritor en el tablero y hablar más bajo para que todos me pusieran atención adaptando el estímulo-respuesta.</td>
<td>Manejo de Voz. Escritor en el tablero y hablar más bajo para que todos me pusieran atención adaptando el estímulo-respuesta.</td>
<td>Mediante la experiencia y puesta en común con los demás practicantes y tutor.</td>
</tr>
<tr>
<td>5. En su opinión, ¿qué le aportó la práctica pedagógica a usted como docente y profesional en la enseñanza de la lengua?</td>
<td>Experiencia para saber que, cómo y a quién enseñar, cómo manejar las situaciones que se presenten en el aula.</td>
<td>Experiencia para saber que, cómo y a quién enseñar, cómo manejar las situaciones que se presenten en el aula.</td>
<td>Sigo las lecciones de mis profesores y observando y sobretodo experimentando.</td>
<td>Por medio de la clase de material design e internet. 1 Formación desde el colegio bachiller con enfasis en inglés. 2 Cursos libres de inglés centro de lenguas de la pedagogica, USJ, Troy University USA.</td>
<td>Estudiendo, viendo fuentes en Internet, practicando, asistiendo a tutoras y apoyándome con libros.</td>
<td>Mediente la experiencia y puesta en común con los demás practicantes y tutor.</td>
<td>Otra comunicación real con el contexto educativo para la formación del docente.</td>
</tr>
</tbody>
</table>
### 4. Por favor recuerde las dificultades que experimentó a lo largo de su práctica pedagógica para la enseñanza del inglés. ¿Cómo surgieron y cómo solucionó esas dificultades en sus clases?

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indisciplina en clase, cada vez más los estudiantes no se enfocaban en la clase y charlaban entre ellos. Organice el salón de clase en forma de herradura para generar menos distracción y busque actividades más dinámicas que atrapen la atención de los estudiantes.</td>
<td>Ayudas visuales y auditivas (Tecnología). Teníamos que llevar nuestros propios equipos. Ayudas visuales y auditivas (Tecnología). Teníamos que llevar nuestros propios equipos.</td>
<td>Desinterés en la clase. Intentaba hacer preguntas interesantes como: ¿Qué harás hoy? ¿Tomas una cerveza? ¿Verás una película?</td>
<td>Nervios. Trataba de mostrar seguridad a los estudiantes.</td>
<td>La profesora cortó mi clase de 2 horas a 40 minutos. Una solución directa no tuve ya que si pasaba algún reclamo al CLUS y sin ninguna respuesta. La mejor fue preparar clases de 40 minutos.</td>
<td>El tiempo que nos daban para desarrollar la práctica (1 hora). Reduciendo el número de actividades y no enfocándome en la gramática a profundidad. El tiempo que nos daban para desarrollar la práctica (1 hora). Reduciendo el número de actividades y no enfocándome en la gramática a profundidad.</td>
<td>Falta de interés en los estudiantes. Creando actividades creativas para motivar a los estudiantes. Falta de interés en los estudiantes. Creando actividades creativas para motivar a los estudiantes.</td>
<td></td>
</tr>
</tbody>
</table>

### 5. Por favor cuéntenos cómo adquirió el conocimiento necesario para ofrecer buenas clases de inglés en su práctica pedagógica.

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>El profesor guía nos enseñó varios documentos con los que pude saber sobre manejo de clase y metodologías.</td>
<td>El profesor guía nos enseñó varios documentos con los que pude saber sobre manejo de clase y metodologías.</td>
<td>El profesor guía nos enseñó varios documentos con los que pude saber sobre manejo de clase y metodologías.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He ayudado a adquirir experiencia.</td>
<td>He ayudado a adquirir experiencia.</td>
<td>He ayudado a adquirir experiencia.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 6. En su opinión, ¿qué le aportó la práctica pedagógica a usted como docente y profesional en la enseñanza de las lenguas?

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>En mi caso, nunca había enseñado y esta práctica me permitió adquirir esta corta experiencia y vivir realmente esta actividad.</td>
<td>En mi caso, nunca había enseñado y esta práctica me permitió adquirir esta corta experiencia y vivir realmente esta actividad.</td>
<td>En mi caso, nunca había enseñado y esta práctica me permitió adquirir esta corta experiencia y vivir realmente esta actividad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A reducir el miedo a un grupo de estudiantes mayores y planificar mejor el tiempo de cada actividad.</td>
<td>A reducir el miedo a un grupo de estudiantes mayores y planificar mejor el tiempo de cada actividad.</td>
<td>A reducir el miedo a un grupo de estudiantes mayores y planificar mejor el tiempo de cada actividad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREGUNTAS</td>
<td>ESTUDIANTE 1</td>
<td>ESTUDIANTE 2</td>
<td>ESTUDIANTE 3</td>
<td>ESTUDIANTE 4</td>
<td>ESTUDIANTE 5</td>
<td>ESTUDIANTE 6</td>
<td>ESTUDIANTE 7</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>7. ¿Para Ud., ¿cuáles son las principales bases para la enseñanza del inglés y por qué?</td>
<td>Disciplina y mucho estudio. No quedar solo con lo que la U quiere, sino ser autónomo.</td>
<td>La principal es la gramática y luego el oral, si ellos saben la estructura de una oración la elaboran y producen en su cabeza.</td>
<td>Las mejores bases son el apoyo, metodología y empeño que como profesores les enseñamos a los estudiantes.</td>
<td>Vocabulario y utilizar la lengua durante las sesiones.</td>
<td>Gramática y contacto directo con la lengua. Es importante tener un contacto directo con la lengua.</td>
<td>Que le guste enseñar, que sepa inglés, que tenga manejo de grupo.</td>
<td>El manejo de material y el dinamismo para evitar la metodología en clases y la gramática.</td>
</tr>
<tr>
<td>8. En su vida profesional, por fuera de la práctica pedagógica de la Universidad, cuéntenos por favor cómo es su comportamiento y disposición en las clases que Ud. dirige para enseñar el idioma Inglés.</td>
<td>El primer día de clase, yo...</td>
<td>Estaba en clase feliz y tenía toda la disposición para enseñar.</td>
<td>No soy docente</td>
<td>Llegué con animos de enseñar, trate de ser creativa aunque mis estudiantes no quieren ni les interesa mucho el inglés.</td>
<td>Soy muy seria y doy una serie de normas básicas a seguir en la clase.</td>
<td>No me gusta enseñar, por esta razón no he tenido otras experiencias como docente.</td>
<td>Me presenté y tomé en cuenta la opinión de los estudiantes para el desarrollo de clases.</td>
</tr>
<tr>
<td>Dicho y hecho en otras clases, yo...</td>
<td>Pense que iba a ser como la práctica pero no, era totalmente diferente porque no tenía 9-10 niños adolescentes, tenía que decidir si ser docente, eran muchos estudiantes y se manejaba mucho stress. Ahora trabajo como secretaria bilingüe.</td>
<td>Decido no ser docente pero me interesan actividades que puedan interesarse pero no los obligo</td>
<td>Trato de generar actividades que den en el acto y no en la disciplina de la clase.</td>
<td>Luego no actúe ante la disciplina de la clase.</td>
<td>Dije que era lo que conocía.</td>
<td>Por consejo de mis padres.</td>
<td>Implementé material real para incluir el contexto y problemática sociales.</td>
</tr>
<tr>
<td>9. ¿Cuáles son por qué o por quienes decidió estudiar y terminar esta carrera?</td>
<td>Por una prima que me es muy querida esta carrera.</td>
<td>No decidí estudiar porque pensaba que enseñar era facil, pero en el transcurso del tiempo me di cuenta que era difícil. Además quería estudiar inglés para poder viajar.</td>
<td>Porque me gusta.</td>
<td>Porque me gustaba y llamaba la atención tanto los idiomas como la educación. Voluntad propia.</td>
<td>Quería ser docente y terminar esta carrera, porque sé que es una puerta abierta para la aninción, que es lo que me apasiona.</td>
<td>Decidir terminar esta carrera, porque no sé que es una puerta abierta para la aninción, que es lo que me apasiona.</td>
<td>Por consejo de mis padres.</td>
</tr>
<tr>
<td>10. Basándose en la experiencia que tuvo en la práctica pedagógica y la formación recibida en la Universidad, cómo le gustaría ejercer su profesión?</td>
<td>En un buen colegio, en grados superiores y con variedad de recursos y materiales.</td>
<td>La práctica no sirvió mucho, me gustaría ser traductora.</td>
<td>Me gustaría trabajar con adultos estudiantes universitarios o dirigiendo proyectos educativos.</td>
<td>Me gustaría ser traductora.</td>
<td>Me gustaría trabajar con adultos estudiantes universitarios o dirigiendo proyectos educativos.</td>
<td>Como auxiliar de vuelo o traductora.</td>
<td>En forma dinámica e innovadora incluyendo los intereses de los estudiantes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PREGUNTAS</th>
<th>ESTUDIANTE 8</th>
<th>ESTUDIANTE 9</th>
<th>ESTUDIANTE 10</th>
<th>ESTUDIANTE 11</th>
<th>ESTUDIANTE 12</th>
<th>ESTUDIANTE 13</th>
<th>ESTUDIANTE 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Para Ud., ¿cuáles son las principales bases para la enseñanza del inglés y por qué?</td>
<td>Para mi, debe ser fundamental el gusto por el idioma y creo que luego al entrar a enseñarlo debemos combinar la gramática para que no sea aburrido.</td>
<td>Contextualizar el contenido para que los estudiantes estén motivados.</td>
<td>Un buen inglés C1 y experiencia en el conocimiento de una segunda lengua.</td>
<td>Buena base del conocimiento de la lengua y tener claro cómo desarrollar una clase.</td>
<td>No centrarse solo en gramática, es mejor situar a los estudiantes en situaciones en reales porque es más fácil para los estudiantes usarlo en contexto.</td>
<td>Buen nivel de lengua para generar más confianza, buena actitud en clase y motivar a los estudiantes.</td>
<td>El idioma (gramática, pronunciación), estrategias y metodologías.</td>
</tr>
<tr>
<td>8. En su vida profesional, por fuera de la prácticas pedagógicas de la Universidad, cuéntenos por favor cómo es su comportamiento y disposición en las clases que Ud. dirige para enseñar el idioma Inglés.</td>
<td>El primer día de clase, yo...</td>
<td>Este momento no trabajaba enseñando inglés.</td>
<td>Algunos buenas actitudes para que los estudiantes se sientan motivados por la clase.</td>
<td>Realice un warm up y un juego, preguntas cotidianas e interactivas.</td>
<td>Me sentía más segura.</td>
<td>Me puse nervioso pero luego comprendí las necesidades de los estudiantes para actuar la clase.</td>
<td>Hago ejercicios de conocimiento.</td>
</tr>
<tr>
<td>Dicho y hecho en otras clases, yo...</td>
<td>Luego, en otras clases, yo...</td>
<td>Continuó con una buena actitud para que fluya la clase.</td>
<td>Hago utilizo juegos y actividades fuera del instituto.</td>
<td>Me sentía cómodo y tranquila.</td>
<td>Voy más organizado y con una mejor forma de explicar los temas.</td>
<td>Desarrollo juegos relacionados con el tema, explicar el tema y luego hago ejercicios.</td>
<td>Identifico las falencias y tanteo de mejorar.</td>
</tr>
<tr>
<td>9. ¿Cuáles son por qué o por quienes decidió estudiar y terminar esta carrera?</td>
<td>Siempre me han gustado los idiomas y creo que se me facilita enseñar.</td>
<td>Por mi propio interés y satisfacción propia.</td>
<td>Me gusta y yo decidí terminarla.</td>
<td>Me gusta la pedagogía.</td>
<td>Por mis profesor que me enseñó inglés.</td>
<td>Por mi cuota, por conocer el idioma y nuevas costumbres porque quiero un aporte a la educación desde los idiomas como investigador.</td>
<td>Me profesora de colegio: Maria Cristina Blanco.</td>
</tr>
<tr>
<td>10. Basándose en la experiencia que tuvo en la práctica pedagógica y la formación recibida en la Universidad, cómo le gustaría ejercer su profesión?</td>
<td>Creo que la licenciatura no me interesaría tanto, sin embargo esta práctica abriría mi mente hacia las enseñanzas, y aunque sé que es diferente enfrentarse a la vida real, creo que me gustaría ejercer en la licenciatura.</td>
<td>En una institución universitaria.</td>
<td>Como profesora.</td>
<td>En un colegio o universidad enseñando la lengua.</td>
<td>Profesor o investigador de Universidad en inglés, enseñando contenido.</td>
<td>Enseñando en empresas o Universidad.</td>
<td>Quiero ejercer mi profesión de docente de idiomas (español).</td>
</tr>
</tbody>
</table>
Appendix 11. Questionnaire “Results”

These are the results of the questionnaires that we carried out for confirming the beliefs and cognitive dissonances of pre-service teachers identified in the interviews.

<table>
<thead>
<tr>
<th>Beliefs</th>
<th>Cognitive Dissonances</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pre-service teachers have a lot of expectations before pedagogical practicum.</td>
<td>- Those expectations were totally different from their experience.</td>
</tr>
<tr>
<td>- Pre-service teachers consider the best activities to teach English are: videos, role-plays, and flashcards.</td>
<td></td>
</tr>
<tr>
<td>- Pre-service teachers consider the difficulties to teach English are: time, lack of interest of students, nervous, pronunciation and vocabulary.</td>
<td></td>
</tr>
<tr>
<td>- Pre-service teachers consider the best ways to acquire English are: create new and fun activities, and looking for news and goods methods, and strategies.</td>
<td></td>
</tr>
<tr>
<td>- Pre-service teachers consider pedagogical practicum contribute to reduce fear, planning activities, organize classes, and experience.</td>
<td></td>
</tr>
<tr>
<td>- Pre-service teachers consider main basis for the teaching of English are have a good level of English and to know how develop the classes.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 12. Beliefs of the pre-service teacher “Coding Scheme, categories and coding texts”

These are the coding scheme, categories and coding texts that we carried out for determining the beliefs of pre-service teachers in their training and teaching practice experience.

<table>
<thead>
<tr>
<th>BELIEFS OF THE PRE-SERVICE TEACHERS</th>
<th>CODING SCHEME</th>
<th>KEY WORDS</th>
<th>ORIGINAL CODING TEXTS</th>
<th>DEFINITIVE CODING TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los estudiantes de bachillerato (ADOLESCENTES) se rehúsan a aprender inglés (INDISPOSICIÓN) porque ellos no la consideran necesaria. (CLASES INNECESARIAS)</td>
<td>CODING SCHEME</td>
<td>Adolescents</td>
<td>Clases innecesarias</td>
<td>Teenagers' disposition in the English Classes</td>
</tr>
<tr>
<td>Role play. A los estudiantes les gusta actuar (ACTUACIÓN), entonces ellos aprenden la pronunciación (APRENDIZAJE) correcta para cada tipo de función. (ROLE)</td>
<td>UNIT OF ANALYSIS</td>
<td>Indisposición</td>
<td>Actitud de los adolescentes en las clases de Inglés</td>
<td></td>
</tr>
<tr>
<td>El juego de rol es la mejor actividad didáctica y pedagógica más utilizada en la práctica pedagógica. (INDISPOSICIÓN)</td>
<td>JUEGO DE ROL. Permitiría el rol y generar una mayor participación en los estudiantes.</td>
<td>Participación</td>
<td>El juego de rol es la actividad didáctica y pedagógica más utilizada en la práctica pedagógica.</td>
<td>Role play as the best activity for learning English</td>
</tr>
<tr>
<td>Modello de profesor</td>
<td>MÉTODO</td>
<td>Referentes teóricos y/o modelos de profesores utilizados en la Práctica Pedagógica</td>
<td>Pre-service teachers' references to teaching English in pedagogical practicum</td>
<td></td>
</tr>
<tr>
<td>CODING SCHEME</td>
<td>ORIGINAL CODING TEXTS</td>
<td>DEFINITIVE CODING TEXTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNIT OF ANALYSIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medio</td>
<td>Nervios</td>
<td>Expectativa</td>
<td>Ansiedad</td>
</tr>
<tr>
<td></td>
<td>Impresiones y sentimientos en la Practica Pedagógica I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primeras impresiones del docente</td>
<td>Teachers' first impressions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dar instrucciones</td>
<td>Actitud</td>
<td>Seguridad</td>
<td>Conocimiento</td>
</tr>
<tr>
<td></td>
<td>Nervios</td>
<td>Expectativa</td>
<td>Ansiedad</td>
<td>Inseguridad</td>
</tr>
<tr>
<td></td>
<td>Impresiones y sentimientos en la Practica Pedagógica II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aportes de la práctica pedagógica</td>
<td>Pedagogical Practicum as a space for teaching experience.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| EXPERIENCIA | para saber qué, cómo y a quién enseñar, como manejar las situaciones (MANEJO) que se presenten en el aula. | experiencia y mucha actitud | EXPERIENCIA y mucha actitud. | En mi caso, nunca había enseñado esta práctica y me permitió adquirir esta corta experiencia y vivir realmente esta actividad. | Me ayudó a adquirir EXPERIENCIA. | Me aporta EXPERIENCIA. Así mismo, como organizar las clases. Me aporta EXPERIENCIA. Así mismo, como organizar las clases. |
| Estaba en clase feliz y tenía toda la DISPOSICIÓN para enseñar. En la clase feliz y tenía toda la DISPOSICIÓN para enseñar. | Soy muy seria y doy una serie de normas básicas a seguir (DAR INSTRUCCIONES) | Muestro una buena ACTITUD para que los estudiantes se sienten motivados por la clase. Muestro una buena ACTITUD para que los estudiantes se sienten motivados por la clase. | Conozco y comprendo las NECESSIDADES DE LOS ESTUDIANTES para articular la clase. Conozco y comprendo las NECESSIDADES DE LOS ESTUDIANTES para articular la clase. | Hago ejercicios de conocimiento (CONOCER LAS NECESIDADES DE LOS ESTUDIANTES). | Hago ejercicios de conocimiento (CONOCER LAS NECESIDADES DE LOS ESTUDIANTES). |
| INDISCIPLINA en los estudiantes. | Cambiándolos de puesto y motivándolos a aprender. | El dominio de grupo. (MANEJO DE GRUPO) | Si ellos no hacen caso, unos los obligan a ir a tomar esas clases, entonces ellos no quieren aprender, no les gusta el inglés. Intenté motivarlos pero creo que no lo lograba porque ellos continuaban en la misma tonalidad. | FALTA DE INTERÉS e INDISCIPLINA de un estudiante. | Control de la clase. (MANEJO DE GRUPO). Orientada por el tutor en estrategias de organización. | MANEJO DE GRUPO. Separar a los estudiantes que más molestaban y hacer sesiones redondas para que todo fuera claro para todos. | Indisciplina | Dificultades presentadas en la práctica pedagógica | Difficulties in the classroom along pedagogical practicum. |

**BELIEFS AND COGNITIVE DISSONANCES**

| Al principio estaba nervioso (NERVIOS) porque no sabía cómo enfrentar a los estudiantes y yo me impresionaba mucho. | Sentí EXPECTATIVA por saber cómo iba a ser la práctica, EMOCIÓN y NERVIOS. | DESCONCIERTO ante la práctica real de la docencia, un acompañamiento constante por parte de la universidad. | NERVIOS, ANSIEDAD, INSEGURIDAD, falta de conocimiento para manejar un grupo. |
| Estaba más confiado (CONFIANZA), pero el desarrollo de la clase a veces no era como yo esperaba. Al final el resultado fue bueno y creo que se logró el objetivo. Estaba más confiado (CONFIANZA), pero el desarrollo de la clase a veces no era como yo esperaba. Al final el resultado fue bueno y creo que se logró el objetivo. | Estaba más segura (SEGURIDAD), pero igual sabía que nos iban a exigir mucho más. Estaba más segura (SEGURIDAD), pero igual sabía que nos iban a exigir mucho más. | Mayor SEGURIDAD ante el conocimiento de la dinámica del colegio y los estudiantes. Mayor SEGURIDAD ante el conocimiento de la dinámica del colegio y los estudiantes. | Hubo mucha más ADAPTACIÓN para enseñar en el colegio y también hice implementando muchas más actividades lúdicas, didácticas y creativas. Hubo mucha más ADAPTACIÓN para enseñar en el colegio y también hice implementando muchas más actividades lúdicas, didácticas y creativas. |
| El primer día de clase, yo soy muy seria y doy una serie de normas básicas a seguir (DAR INSTRUCCIONES) en la clase. El primer día de clase, yo soy muy seria y doy una serie de normas básicas a seguir (DAR INSTRUCCIONES) en la clase. | El primer día de clase, yo muestro una buena ACTITUD para que los estudiantes se sientan motivados por la clase. El primer día de clase, yo muestro una buena ACTITUD para que los estudiantes se sientan motivados por la clase. | El docente debe mostrar CONOCIMIENTO. Por eso debe preparar muy bien las clases. El docente debe mostrar CONOCIMIENTO. Por eso debe preparar muy bien las clases. | El docente debe estar muy seguro de sí mismo. (SEGURIDAD) Demstrar CONOCIMIENTO. Un docente carismático y que sabe guiar (DAR INSTRUCCIONES). |
| INDISCIPLINA en los estudiantes. | Cambiándolos de puesto y motivándolos a aprender. | El dominio de grupo. (MANEJO DE GRUPO) | Si ellos no hacen caso, unos los obligan a ir a tomar esas clases, entonces ellos no quieren aprender, no les gusta el inglés. Intenté motivarlos pero creo que no lo lograba porque ellos continuaban en la misma tonalidad. | FALTA DE INTERÉS e INDISCIPLINA de un estudiante. | Control de la clase. (MANEJO DE GRUPO). Orientada por el tutor en estrategias de organización. | MANEJO DE GRUPO. Separar a los estudiantes que más molestaban y hacer sesiones redondas para que todo fuera claro para todos. | Indisciplina | Dificultades presentadas en la práctica pedagógica | Difficulties in the classroom along pedagogical practicum. |
Appendix 13. Cognitive Dissonances of the pre-service teacher “Coding Scheme, categories and coding texts”

These are the coding scheme, categories and coding texts that we carried out for determining the cognitive dissonances of pre-service teachers in their training and teaching practice experience.

<table>
<thead>
<tr>
<th>CODING SCHEMES</th>
<th>UNIT OF ANALYSIS</th>
<th>CATEGORIES</th>
<th>ORIGINAL CODING TEXTS</th>
<th>DEFINITIVE CODING TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuando hice mi práctica tuve un GRUPO PEQUEÑO de estudiantes, al trabajar como docente pensé que me iba a dar como en la práctica, pero me di cuenta que era totalmente diferente porque allí yo no tenía que enseñar a 9 o 10 estudiantes, allí tenía que trabajar con 40 estudiantes en un salón (GRUPO GRANDES) entonces eso para mí fue duro porque no tenía el dominio del salón.</td>
<td>Mi experiencia fue gratificante en todo sentido de la palabra, porque fue con adultos y la cantidad de estudiantes era reducida (GRUPOS PEQUEÑOS) además ellos tenían interés por aprender.</td>
<td>Trabajar con GRUPOS PEQUEÑOS es importante porque uno se da cuenta del avance de cada estudiante y así sabe qué hacer para mejorar. Por otro lado trabajar con GRUPOS GRANDES de estudiantes me daba más seguridad en caso de que consiguiera trabajo como profesora porque ahí vería si soy apta para enseñar.</td>
<td>Grupos pequeños</td>
<td>Grupos pequeños vs Grupos grandes</td>
</tr>
<tr>
<td>Yo manejo en mis clases el televisor o video beam, les presento películas para que ellos aprendan a escuchar, considero que esta es una buena forma para que aprendan de la cultura inglesa y es una CLASE DIDÁCTICA. Cuando no tengo esta tecnología a la mano me invento talleres y guías creando juegos (CLASES NO DIDÁCTICAS) para que el estudiante capte la regla gramatical de inglés y se la prenda más fácil.</td>
<td>A veces los instrumentos tecnológicos que requeríamos los practicantes, para enseñar de una manera didáctica el inglés (CLASES DIDÁCTICAS) no eran disponibles entonces me remito a enseñar gramática. (CLASE NO DIDÁCTICA)</td>
<td>Los medios tecnológicos sirven mucho para motivar a los estudiantes a hacer las clases más dinámicas (CLASES DIDÁCTICAS) y también hace que los estudiantes vean la tecnología como un medio de aprendizaje. Yo, no tuve la oportunidad de utilizarlos porque siempre estaban dañados o la institución no los prestaba, aunque hacia otro tipo de actividades como guías y talleres en la práctica (CLASES NO DIDÁCTICAS).</td>
<td>Clases didácticas</td>
<td>Clases didácticas vs Clases no didácticas</td>
</tr>
<tr>
<td>Mis clases en la práctica fueron muy regulares. Y fueron basadas en gramática y en fotocopias. (MÉTODO TRADICIONAL) Porque los profesores no dejaban hacer otra cosa.</td>
<td>El inglés es una cadena como el español. Las bases es saber gramática, todo bien, sin dejar huecos. (MÉTODO TRADICIONAL) todo lo que implica saber una segunda lengua.</td>
<td>La principal base de la enseñanza del inglés es la gramática y el contacto directo con la lengua (MÉTODO TRADICIONAL) porque los estudiantes conocen mejor la estructura y la pueden memorizar fácilmente. (MÉTODO TRADICIONAL)</td>
<td>Método Tradicional</td>
<td>Método tradicional vs Método moderno</td>
</tr>
<tr>
<td>Con respecto al idioma. En el caso de inglés. Se puede llenar cambiando la malla y aumentar la intensidad de las horas. (APRENDER INGLÉS EN COLOMBIA), no es necesario viajar para aprender inglés correctamente</td>
<td>El docente debe aprender sobre la cultura que va a enseñar. (APRENDER INGLÉS EN EL EXTRANJERO). Yo confundirla, no tratar de enseñar la cultura inglesa a través de la de nosotros. El profesor debe mostrar las diferencias y similitudes. Y tener en cuenta para incorporarlo en el salón de clase.</td>
<td>El gusto por el idioma es fundamental y creo que luego entrar a enseñar gramática pero en una forma combinada (MÉTODO TRADICIONAL Y MODERNO) para que no sea aburrida.</td>
<td>Método Moderno</td>
<td>Método moderno vs Traditional education</td>
</tr>
<tr>
<td>Conocer la cultura por internet a veces es suficiente (APRENDER INGLÉS EN COLOMBIA), no es necesario viajar para aprender inglés correctamente</td>
<td>El docente debe saber que va a enseñar. (APRENDER INGLÉS EN EL EXTRANJERO). Yo confundirla, no tratar de enseñar la cultura inglesa a través de la de nosotros. El profesor debe mostrar las diferencias y similitudes. Y tener en cuenta para incorporarlo en el salón de clase.</td>
<td>La universidad debería tener una serie de materias, donde se den a conocer los elementos culturales anglohones o americanos (APRENDER INGLÉS EN COLOMBIA); teniendo más contacto con la cultura, además que hayan estudiantes de intercambio, tutorías extranjeras desde el principio de la carrera.</td>
<td>Aprender inglés en Colombia</td>
<td>Aprender inglés en Colombia vs Aprender inglés en el extranjero</td>
</tr>
<tr>
<td>Aprender inglés por internet a veces es suficiente (APRENDER INGLÉS EN COLOMBIA), no es necesario viajar para aprender inglés correctamente</td>
<td>El docente debe saber que va a enseñar. (APRENDER INGLÉS EN EL EXTRANJERO). Yo confundirla, no tratar de enseñar la cultura inglesa a través de la de nosotros. El profesor debe mostrar las diferencias y similitudes. Y tener en cuenta para incorporarlo en el salón de clase.</td>
<td>La universidad debería tener una serie de materias, donde se den a conocer los elementos culturales anglohones o americanos (APRENDER INGLÉS EN COLOMBIA); teniendo más contacto con la cultura, además que hayan estudiantes de intercambio, tutorías extranjeras desde el principio de la carrera.</td>
<td>Aprender inglés en el extranjero</td>
<td>Aprender inglés en el extranjero vs Aprender inglés en Colombia</td>
</tr>
</tbody>
</table>
Los contenidos y la práctica tienen relación pero es muy cómico porque la verdad una cosa es verla en la teoría, pero otra cosa es estar en la práctica. (INCOHERENCIA) Al final todo lo que pensé que podía hacer con los estudiantes no se dio (EXPECTATIVAS INCOMPLETAS), solo una parte.

Adquirí conocimiento siguiendo las lecciones (CLASES) de mis PROFESORES, leyendo (LECTURA) y sobretodo experimentando. Por medio de la CLASES de material diseño e INTERNET Estudiando, viendo fuentes en INTERNET, practicando, asistiendo a tutorías (CLASES) y apoyándome con libros (LECTURAS) En la U los conocimientos pedagógicos y todo lo relacionado con didáctica (CLASES). El idioma en la U, en cursos virtuales y leyendo (LECTURA) independientemente. En las CLASES de didáctica y viendo a mis PROFESORES anteriores.

Yo creo que no fueron suficientes las bases (de lengua) que me dio la U. (BASES INSUFICIENTES) Yo hice el curso de inglés antes de empezar la carrera y eso me sirvió muchísimo, yo no hubiera podido hacer eso si no hubiera tenido como esas basecitas. Yo pensó que la Universidad no proporciona ese ambiente o ese espacio (FALTANTES) para guiar el proceso de aprendizaje. Yo creo que faltaron muchas cosas (FALTANTES), digo que sería bueno como desde primer, segundo semestre meterlo a uno en ese mundo real para que cuando uno llegue allá no se estrelle y no tenga como esa barrera que impide tener esa pertenencia. (BASES INSUFICIENTES)

Siempre pensé que trabajar con adultos era mejor que con niños, pero cuando me toco con adultos me di cuenta que ellos estan ahí porque es una OBLIGACIÓN. Pensé que planear actividades para adultos era más fácil pero después me di cuenta que los estudiantes toman inglés porque es una OBLIGACIÓN. Siempre pensé que trabajar con adultos era mejor que con niños, pero cuando me toco con adultos me di cuenta que ellos estan ahí porque es un REQUISITode la U, porque tienen que cumplir los niveles para poder graduarse.

Por una prima (CONSEJO FAMILIAR) que es egresada de esta carrera. Porque me gustaba y llamaba la atención tanto las idiomas como la educación (GUSTO): Voluntad propia. Por consejo de mis padres (CONSEJO FAMILIAR) Por un profesor que me enseño inglés (INSPIRACIÓN DE UN PROFESOR) Por mi profesora de colegio: MCB (INSPIRACIÓN DE UN PROFESOR) Razones para estudiar y terminar la carrera. Believed e expectations vs Real Happenings.

La práctica no sirvió mucho. (DESILUSIÓN) me gustaría ser traductora. No me sentí bien en la practica. (INDECISION) Me gustaría ser traductora. Aún no he decidido si seguir como docente. (INDECISION) En la practica me di cuenta que no es lo mio. (DESILUSIÓN) Quiero ser auxiliar de vuelo o traductora. Decidí no ser docente porque son muchos estudiantes y se maneja mucho estrés (DESILUSIÓN) por eso ahora soy secretaria bilingüe.
Appendix 14. Pre-service Teachers real competences “Coding Scheme, categories and coding texts”

These are the coding scheme, categories and coding texts that we carried out for determining the real competences of the tenth semester pre-service teachers at La Salle University.

<table>
<thead>
<tr>
<th>BELIEFS</th>
<th>CATEGORIES</th>
<th>CODING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenagers’ disposition in the English Classes (COGNITIVE)</td>
<td>Cognitive</td>
<td>Real knowledge, feelings and actions of the pre-service teachers</td>
</tr>
<tr>
<td>Role play as the best activity for learning English (COGNITIVE)</td>
<td>Affective</td>
<td></td>
</tr>
<tr>
<td>Pre-service teachers’ references to teaching English in pedagogical practicum. (COGNITIVE)</td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>Feelings at the beginning of pedagogical practicum (AFFECTIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings in the middle of pedagogical practicum (AFFECTIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical Practicum as a space for teaching experience. (COGNITIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ first impressions at School in their future teaching career. (PERFORMANCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The challenge of the first day at School along pedagogical practicum. (PERFORMANCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties in the classroom along pedagogical practicum. (PERFORMANCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning English in Colombia vs Learning English in an speaking country (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own knowledge vs Academic knowledge (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believed adults attitude vs Real adult attitude (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believed expectations vs Real Happenings (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teenagers’ disposition in the English Classes (COGNITIVE)</td>
<td>Cognitive</td>
<td></td>
</tr>
<tr>
<td>Role play as the best activity for learning English (COGNITIVE)</td>
<td>Affective</td>
<td></td>
</tr>
<tr>
<td>Pre-service teachers’ references to teaching English in pedagogical practicum. (COGNITIVE)</td>
<td>Performance</td>
<td></td>
</tr>
<tr>
<td>Feelings at the beginning of pedagogical practicum (AFFECTIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings in the middle of pedagogical practicum (AFFECTIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pedagogical Practicum as a space for teaching experience. (COGNITIVE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ first impressions at School in their future teaching career. (PERFORMANCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The challenge of the first day at School along pedagogical practicum. (PERFORMANCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties in the classroom along pedagogical practicum. (PERFORMANCE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning English in Colombia vs Learning English in an speaking country (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Own knowledge vs Academic knowledge (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believed adults attitude vs Real adult attitude (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Believed expectations vs Real Happenings (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COGNITIVE DISSONANCES

<table>
<thead>
<tr>
<th>UNIT OF ANALYSIS</th>
<th>COGNITIVE DISSONANCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large groups vs Small groups (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td>Didactic class vs No didactic class (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td>Traditional education vs Modern education (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td>Theory vs Practice (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td>Learning English in Colombia vs Learning English in an speaking country (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td>Model vs Reality (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td>Own knowledge vs Academic knowledge (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td>Believed adults attitude vs Real adult attitude (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
</tr>
<tr>
<td>Believed expectations vs Real Happenings (LIFE EXPERIENCE AND LOGICAL INCONSISTENCY)</td>
<td></td>
</tr>
</tbody>
</table>