The impact of teacher and student perceptions in relation to their teaching and learning practices

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BOGOTÁ, 2014
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Paper submitted in partial fulfillment of the requirements for the degree of Bachelor in Education in Spanish, English and French at La Salle University

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PERCEPTIONS AND THEIR IMPACT ON TEACHING AND LEARNING PRACTICES

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RESEARCH AREA:
Didactics, pedagogy and teacher-based research
Subarea: Teachers’ formation in higher education didactics.

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DEDICATION

I would like to dedicate this research project to my father and mother, for the support that they gave me during the development of this project. I want to express my gratitude to my sister, who was by my side silently waiting for the right moment to help me in what I needed.

Paola Milena Sonza Hernández
ACKNOWLEDGEMENTS

This research project would not have been possible without the support of many people, for that reason the teacher-researcher wish to express her gratitude to her supervisors, teachers Ferney Cruz and Ana Gongora, I am thankful to them, they were abundantly helpful and they offered rich assistance, support and guidance to develop this project.

I want to say thank you to La Salle University staff, specially the teachers that allowed me to develop my project in their classes and provide me with help and support while I was carrying it out. In addition I want to show my gratitude to the students from sixth semester in the bachelor in education program in Castilian, English and French, because without them this project would not have been possible to accomplish. Finally I wish to express my love to my beloved family; for their understanding and endless love through all my life.
Resumen

Esta investigación examina el impacto de las percepciones de los profesores y estudiantes en relación con sus prácticas de enseñanza y aprendizaje en la universidad de la Salle. La investigadora llevó a cabo una investigación cualitativa centrada en el enfoque de la investigación narrativa mediante la aplicación de dos instrumentos. El primero fue un formato de historia de vida en donde los participantes pudieron escribir sobre sus experiencias como profesores y estudiantes de inglés. Y el segundo instrumento fue una entrevista profunda semi-estructurada, en donde el investigador interrogó de una manera muy específica acerca de sus experiencias, sus percepciones, y los impactos que estas percepciones tuvieron sobre ellos.

Como resultados durante el análisis de los datos los profesores y los estudiantes habían experimentado diferentes impactos en su proceso de enseñanza y aprendizaje provenientes de las percepciones que tenían, estas percepciones de los profesores y estudiantes están relacionadas al uso de materiales interactivos, actitudes, notas, el concepto de autonomía, la comunicación de los profesores y estudiantes y el tiempo de habla en clase.

Palabras clave: Percepción, Prácticas de Aprendizaje, Prácticas de Enseñanza, Impacto, Experiencia.
Abstract

This thesis examines the impact of teacher and student perceptions in relation to their teaching and learning practices at La Salle University. The researcher carried out a qualitative study focused on the narrative inquiry approach by applying two instruments. The first one was a life story format in which participants were able to write about their experiences as being English teachers and students and the second one was a semi-structured in-depth interview, where the researcher interrogated in a very specific way about their experiences, their perceptions, and the impacts that those insights had on them.

As findings revealed that teachers and students had experienced different impacts on their teaching and learning process coming from the perceptions they had. Those teacher and student perceptions are related to the use of interactive materials, attitudes, grades, the concept of autonomy, teachers and students’ rapport and speaking time in class.

Keywords: Perception, Learning practices, Teaching Practices, Impact, Experience.
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CHAPTER ONE

Introduction

University teaching and learning practices involve several aspects which can influence their processes, for instance the teachers and students’ background, their previous experiences at giving or attending classes, as well as their perceptions towards each other, among others.

The impact of English teacher and student perceptions on their teaching and learning practices was the main focus of this research. The principal aim was not only to understand what those perceptions are, but to recognize their possible impact on teaching and learning practices at La Salle University.

This research was conducted at La Salle University by a teacher in training from the education program in Spanish, English and French. The research participants were professional in-service teachers from the Education program in languages, who were giving sixth semester classes at La Salle University.

In order to comprehend the effect of teacher and student perceptions, the researcher asked students from the bachelor in languages at La Salle University to write their life stories related to their learning processes and teaching processes. Subsequently, participants were interviewed in order to have more details about their perceptions toward each other –teachers and students- with the purpose of understanding the influence of their perceptions on teaching and learning practices in the classroom.
Statement of the Problem

Throughout my experience as a student, I have seen that what my partners and I thought about our English teachers in high school, in many ways changed the way we perceive English teachers. Personally, I have had experiences with both very influential teachers, who contributed significantly to my learning development, and teachers who I felt did not contribute to my learning process. The reason why I decided to study the impact of teachers and students’ perceptions related to their teaching and learning practices is for the reason that I lived a situation at school, where a business management teacher’s teaching practices influenced the decision that I took related to the emphasis of the school (Health or business management). Based on my perceptions about that teacher, I decided not to go with business management to not have classes with her.

Founded on my experience as student at school, I decided to observe and analyze the impact of sixth semester teachers and students’ perceptions in relation to their teaching and learning practices, to observe how their insights affect their practices at university respectively and the students’ decision about the emphasis they have to select in the further.

I chose La Salle University because, in the Language department, students are being trained to be English teachers by English teachers; my interest is to understand how my classmates’ perceptions about their English teachers have impacted their learning practices and their point of view on their teaching and learning practices.

Understanding perceptions may be beneficial for educators and teachers in training at La Salle University, not only for their professional development, but also for the learning process of their
students. In addition, it is important to recognize the possible factors that may affect teaching and learning practices in conducting this research.

I will analyze these perceptions in order to understand their possible impact, taking into account not only my experience as a student, but now as a teacher; to reflect about my teaching practices and the students’ learning practices.

**Research Question**

- What is the impact of sixth semester teachers and students’ perceptions in relation to their teaching and learning practices at La Salle University?

**Objectives**

**General**

a. To understand the impact of sixth semester English teachers’ perceptions of students at La Salle University.

b. To understand the impact of sixth semester students’ perceptions of English teachers at La Salle University.

**Specific**

a. To describe the teachers and students’ perceptions about each other at La Salle University.

b. To specify the possible impact of teachers’ perceptions of students on their teaching practices.
c. To specify the possible impact of students’ perceptions of teachers on their learning practices.

**Justification**

It is important for the study to understand and specify what the teachers’ and students’ perceptions are, and to identify the possible impact that they have, not only because it can contribute to the development of the future teachers teaching practices, but also to the understanding of students’ attitudes in class. This study aims to understand the impact previously mentioned in order to contribute to teachers’ training. This is for them to have a clear vision about what happens with teachers’ and students’ learning and teaching practices in class; to know to what extent it would impact their teaching practices and the students’ learning practices.

These perceptions between teachers and students have an effect on their practices at the university as learners and as educators. It is important to know how much it alters the student learning practices by identifying the possible effects. It is a matter not only for my professional development with my students, but for all the teachers who want to have a possible improvement in their relation with their students. In addition, it is also useful for students to have a possible improvement in their learning practices at La Salle University.
CHAPTER TWO

Review of the Literature

Related Studies

The related studies that guided this thesis discuss the students’ perceptions of teachers’ behaviors, students’ perceptions of effective teachers, and teacher-student attachment. Each study gave light to this research in two different ways: the first one was about how to observe perceptions and identify them, and the second was how to handle the instruments for collecting data. In the next paragraphs these related studies are explained and connected to the research purpose.

The first one has as a title *Students’ Perceptions of Effective Teaching in Higher Education*; it is a qualitative study done by Jerome Delay et al. (2010). These researchers aimed to provide students the opportunity to give their points of views on effective teaching at Memorial University (p.21).

This study took place during the winter semester of 2008, and it included 17,000 graduate and undergraduate students at Memorial University. During the process the principal researchers made and applied an open-ended online survey. From the data collected the researchers described nine characteristics and identified some instructor behaviors that demonstrate effectiveness in teaching. Some of these characteristics were different for the distance teaching and the on-campus teaching. For the distance teaching the characteristics were: knowledgeable 45,4%, organized 32,1%, approachable 28,5%, communicative 27,35%, enthusiastic 17,3, fair 14,2%; while for the on-campus teaching were: knowledgeable 37,9%, organized 36,0%, responsive 29,8%, available 22,4%, clear 16,8%, and communicative 14,9%.
The situations described by Delaney et al (2010) present similarities with the current research in some aspects, for example; they studied students’ perceptions about teacher teaching practices. Also, because the authors aimed to identify the behaviors in categories which students believe are significant to have in an effective teaching practices. This gave light to the current research about organizing the data gathered related to perceptions and impacts in categories which teachers and students find meaningful and well-connected to their insights.

Another study which was useful is titled Students’ Perceptions of Teacher Behaviors as Motivating and Demotivating Factors in College Classes, by Joan Christophel and Gorham (1992). These researchers identified and organize 2404 characteristics which motivated and demotivated students in college classes (Gorham & Cristophel, 1992, p.239).

In addition to this, the researchers identified some teachers’ behaviors which made students feel attracted to participate on tasks (Gorham & Cristophel, 1992, p.239). This is similar to the purpose of this study, which is to understand the impact of teachers and students’ insights about their teaching and learning practices. Those perceptions can “persuade” or “attract” students and teachers to behave in certain way bringing some possible consequences on their practices at University, and that is precisely what this study aimed to describe.

In addition, the instruments used in Gorham and Christophel’s (1992) research were surveys and questionnaires. These tools had the role of showing how students perceive teachers and how it influences students’ motivation towards the class. This is a qualitative study which collected data from students about their perceptions toward teachers.

Finally, the researcher took into account the study called Teacher-Student Attachment and Teachers’ Attitudes Towards Work. The research showed that a positive teacher’s performance in
class is promoted critically by the communication between teachers and students and the attitudes that the educators have about work (Ahmad & Sahak, 2009, p. 1). The research was applied on 242 primary school teachers who worked in 17 primary schools. The researchers Ahmad & Sahak (2009) based the study on a questionnaire which was divided into three parts taking into account general findings about demographic information, teacher-student attachment and teachers’ attitude towards work.

This research provided the idea of designing an in-depth interview to collect data about perceptions and their impacts. Besides, it also gave light about creating an in-depth interview for students and another one for teachers.

**Theoretical Framework**

This study comprises key concepts which are important to understand the reasons why the teacher-researcher made decisions and aimed to follow certain steps during the process. Perceptions, learning practices and teaching practices, which are the categories, they are interrelated: The research aimed to observe and identify teachers and students’ perceptions in relation to their teaching and learning practices, and then to identify the influence of such appreciation in their teaching and learning practices.

**Perception**

Perception is an important subject in this research project; there are several ways to define it; for example, there is a perspective from psychology. According to Gibson perception is “the study of the relationship between stimulus input and behavioral output” (as cited in Fried, 1974, p. 2). In other words, it studies the stimulus that is received through the senses, and the way in which the person behaves having this stimulus inside.
Notwithstanding, it is important to clarify that this research is based on social perceptions. According to Jussim (2012) social perceptions is “how people perceive, judge, evaluate, and understand other people” (p.3). Another definition comes from Pickens (2005) who defines, social perception as the way a person observes other people and the way people observe a person (p.60).

In this way, social perception is how individuals observe and perceive others. Nonetheless, it is accomplished through various types of social perceptions. According to Pickens (2005), these are; the hallo effect, projection, stereotyping, the pygmalion effect, and impression management.

The hallo effect happens when a person has a general impression about another one by taking into account one characteristic like the appearance. It relates to the evaluation that one person does about another one by doing comparisons with people who have in a higher or lower quantity the same characteristics (Pickens, 2005, p.60-61).

The second one is called projection. Projection is when a person perceives others in ways that reflect their own attitudes and believes; Pickens (2005) defines it as the way a person project the negative aspects that he has on another person, in this way projecting on the other person his self-esteem (p.61). The third one is stereotyping; it is when a person judges somebody taking into account the group of which that person is part of (Pickens, 2005, p.61-62).

The fourth one is the pygmalion effect, this type is very common in society, and it is when a person bases his actions on another person’s perceptions which usually are not completely truthful (Pickens, 2005, p. 63-64) and finally, there is the impression management, which is when a person controls another person’s perceptions about himself. The author describes it by saying,
“impression management incorporates what we do, how we do it, what we say, and how we say it as we try to influence the perceptions others have of us” (p. 65).

Now that the types of social perception are already defined, it is necessary to highlight that this research project is focused on two of them. It observes the social perception from the Hallo effect and the Contrast effect, in the matter that the first one works with general impressions that teachers can have about students and vice versa. Meanwhile the second one; the contrast effect works on comparisons, for example, when a student compares his teachers at school with the ones he has at university.

As the Hallo effect which takes into account people’s appearance, Hughes & Aronson (2010) states: “to learn about other people, we rely on information from their physical appearance, and verbal and nonverbal communication” (p.83). This citation shows that perceptions are shaped by the participants’ communication between each other, their physical appearance, the comparisons they do among people, their experiences, and the expectations they may have toward a specific person.

In addition, these insights have an impact, and attitudes are the ones who show the result of these impacts; while expectations and beliefs, more than reflecting the consequences of perceptions, shape these perceptions.

Therefore, it is necessary to develop the concepts starting with the attitudes. According to Petty, Fazzio&Briñol (2009) attitudes are able to control spontaneously the way we behave, besides they are activated when we deal the object or the stimulus that promotes those attitudes (p.17).
Attitudes influence behavior without the person’s consciousness of its stimulus and at the same time, those attitudes can be stimulated automatically when the person is in contact with the object, in this case the other person that incites those ways to behave. In addition to this, through attitudes we can confirm the expectations that teachers and students have: “The expectations we hold—about the capability or lack of capability of those we teach—have deep and interwoven roots. These differential expectations are confirmed in children’s own attitudes and behaviors” (Weinstein, 2002, p.1). Thus, expectations are connected to beliefs in the sense that those opinions about people are part of the expectations that a person has about another one.

Besides, Forgas, Cooper & Crano (2010) refer on attitudes by saying that attitudes express our thoughts and at the same time attitudes impact our perceptions and therefore our behavior (p.10). As attitudes guide our behavior, beliefs motivate people to act, in the matter they are closely connected to emotions (Fridja, Manstead, Bem, 2000, p.1).

Taking into account the different authors mentioned and their definitions, perceptions are formed, in the educational aspect by teachers and students through different aspects such as the expectations they have about each other, also their beliefs, attitudes, previous experiences, and the different interactions that take place while teaching and learning. In addition, this process of perception development is formed by the impact or the footprint these beliefs, attitudes, and experiences have on the way people perceive other people.

**Teaching Practices**

Teaching practices are complex to define because they involve many aspects to take into account, for example didactics, communication, learning practices, and others. Nonetheless Ayers (2001) defines teaching as a “human activity constrained and made possible by all the limits and
potential that characterize any other human activity” (p.16). This human activity can only be done if there are people who decide to teach and learn (Ayers, 2001, p. 16-17).

Besides the participants that the teaching process has, according to Ellis (2012) teaching can be done in many different ways and contexts. This is supported by Ayers (2001) who says that teaching is not static and that each teaching practice is different from one to another one, besides, it does not only occurs in the classroom, but also outside of it. Moreover, each teaching practice is particular because it is interactive and relational, and it requires communication from teachers and students (Ayers, 2001, p.17).

Teaching practices are not limited to what we refer to the activities that the teacher carries out in class; now, about teacher-student relationships, it is important to know that teaching is based on a mutual respect between the teacher and the student. Petty (2004) argues that “the student respects the teacher for his or her teaching skills, personal qualities, knowledge and professionalism; and the teacher respects each student as an individual, and that students attempt to learn.” (p. 96). This, in other words, means that students respect the figure of the teacher because they usually find him a source of knowledge and at the same time, as an authority figure, and besides, the teacher respects the learner as the person he is. This mutual respect and admiration connected to what Ayers (2001) stated about teaching as a multidirectional give and take process is what the teaching and learning process is about; both teachers and students learn from each other knowing the roles they have.

On the other hand, teachers have to know that the students learn from them all the time, and that everything they do inside and outside the classroom goes to the students. Therefore, the communication between educators and learners is important in all spaces.
Buskist & Benassi (2012) referred to what Dobransky and Frymer (2004) found in a study they carried out communication outside the classroom, they found that “students reported more intimacy when teacher engaged in OCC [out-of-class-communication]” (p.83).

That is when rapport appears, this tell students that the teacher is the one who may help them to achieve their goals (Buskist & Benassi, 2012, p.82). The students receive all this information which in the end can change the perception, motivation and attitudes they have toward the teacher or the class. Therefore, rapport between teacher and students has an impact on students’ motivation, participation, class attendance; and attitudes about their own learning process, their teachers, the class and grades they have (Buskist & Benassi, 2012, p.82).

Besides, it is important to make clear that the teacher is not the only one that impacts the teaching process and communication. The aforementioned is because learners do not learn only from teachers, besides, students learn from their partners and the diverse didactic material they use in class (Ellis, 2012, p.115). That source of input (in this case the teacher) plays an important role in the teaching practices, but they are not the only ones that impact the teaching and communication processes, the learners do it as well but not in the same quantity in many classrooms.

In addition, there are different beliefs about certain aspects related to teaching; the first aspect is the concept of didactics. According to Medina & Salvador (2009) didactics is “la disciplina o tratado riguroso de estudio y fundamentación de la actividad de enseñanza en cuanto propicia el aprendizaje formativo de los estudiantes en los más diversos contextos” (p.7). which means that didactics is the discipline that encourages students to learn in different contexts. In this way, Picado (2006) refers to the didactics components, which are
constantly interacting in class, these are: the topic of the class, the content, the objectives, the strategies to achieve these goals, and finally the assessment of each activity (p.105). These didactic components are the objectives, the different strategies the teacher uses in class, the content related to the activities and the grammar of the lesson, and the assessment aspect which can be done by the teacher, and by the students: individually, in pairs, or in groups depending of the activity, and the teacher teaching strategies.

It is important for the future data analysis to recall that many of both students and teachers believe didactics is the material or resources they use in class, such as songs, games, debates, portfolios, etc. But, this is only one part of it. In this way it is necessary for the understanding of the research, to have in mind this misconception in order to avoid confusions about the use of this notion.

The teaching practice is a multidirectional process in which both teachers and students are part of the process, both respecting each other because of their knowledge, and professionalism, as well as their desire to learn in the students case,

Effective communication on the part of the teacher involves not only one-way communication from teacher to student, but also communication from student to teacher and student to student. Effective teachers respond to student questions and comments in a way that further develops positive relationships and fosters an atmosphere of high expectations within the classroom. They encourage dialogue in the classroom (Stronge, 2007, p.72).

Besides, the communication between learners and educators supports students’ outcomes, such as participation, attendance, motivation, and attitudes toward the class, teaching and the
learning process itself. In addition, as this teaching practice can be done in different contexts, it is important to know that students find the OCC (out-of-class-communication) as a source of familiarity with the teacher and the class.

**Learning Practices**

Knowing how a person learns in the classroom has been an important aspect to do research. “Longitudinal studies of classroom learners are based on the speech they produce in a classroom context”(Ellis. 2012. p. 13). Therefore, it is important to take into account some aspects that are significant to understand the learning process. One aspect is that all students do not learn in the same way, there are moments where they do not decide what to learn, because the students can learn what they consider to be beneficial for them or not, and not be conscious about it. Hill (1980) refers to the aforementioned by saying that learning involves good and bad habits, sometimes without being conscious about what is being learned or without selecting what is being learned (p.1).

According to the last information, learning involves many habits among other aspects, but they are not learned immediately; it is a process. Pear (2001) affirms that learning is a process that does not only occurs in the classroom, besides, it happens everywhere and continue through the person’s life time regardless in the context of the person changes or not (p.12). In this way, students do not only learn inside the classroom, and they do not learn only what the teacher wants them to learn. They are observing and absorbing everything which is around them and teachers have to be conscious about it.

As students learn and absorb what is around them, teachers are interested in students to be autonomous, and according to RAE dictionary [diccionario de la Real Academia Española-
dictionary of the Royal Spanish Academy] autonomy is “[la] condición de quien, para
ciertas cosas, no depende de nadie” which is the condition where a person does not depend on
anybody to realize certain action. Autonomy may be misunderstood by many teachers and
students as doing things on their own, instead of the capacity of leading their own learning
process and decisions. Besides Collier (n.d) states that “autonomy means self-governing, and
comes from a Greek word meaning independent” (p. 1).

Besides autonomy and taking up the learning process concept; Pear (2001) says evolution is
composed by little and continuous advances (p.12). The student does not learn certain topic at
once in class; it requires time and patience from the student as well as from the teacher to lead the
learning process as effective and positive as possible.

Moreover, if we refer to students’ preferences to realize activities in class, researchers have
noticed that students have an inclination to work in groups. According to Ellis (2012) students use
the language in major proportions and better quality when they work in small groups, the
aforementioned compared to a teacher-centered class (p.13). In other words, teachers may enable
different types of interaction in their lessons. There are different ranges, and in this case, the
author states that group activities are beneficial for students learning and interaction with the
language. But this choice depends, among other factors, on learning styles.

In addition, Allwright (1984) suggested that a key aspect of a second language class is the
interaction between studentts, consequently, what they learn is produced by themselves while
interacting (as cited in Ellis, 2012, p.15), which means that interaction is the key point at the
moment of learning a new language. It is because students through experience foster their
acquisition of it and make the understanding of the topics in the classroom easier, by using real
contexts and real situations. Studies by Aljaafreh & Lantolf (1994) and Swain & Lapkin (2007) have shown that “when language problems are resolved through collaborative interaction, learning takes place” (as cited in Ellis, 2012, p. 16). They are going to remember those situations in the future and also they can find the real purpose to learn the language for the reason that they will use it in the real life.

In addition, Doel, Sawdon & Morrison (2002) mention 3 different models about learning preoccupations: The content of the learning, the process of the learning and attributes of the learner.

Focus on the content of the learning, learners are considered white sheets where the teacher is the one giving them knowledge (Doel et al., 2002, p. 26). While focusing on the process is taken into account the learners’ experiences and its meanings or implications, this in order to learn from them; therefore, the model aims students to learn from the situations they experience by reflecting about it (Doel et al., 2002, p. 26).

And finally, the focus on the learner believes that students are not white CDs, it highlights that the learners’ experiences influence their attitudes towards learning, and they have different ways of learning, “They emphasize the fact that we are not blank sheets and we have learned different ways of learning. Adult learners in particular have considerable life experiences which influence their attitude to learning and new experiences” (Doel et al., 2002, p. 26).

Learning is a dynamic and active process in which the learner acquires knowledge in different ways, or to be explicit, with different learning and teaching strategies. These strategies involve the concept of didactics, where the objectives, the purposes, the content, and the assessment part take part of the learning practices. The abovementioned was highlighted the
group activities, it was said they are fundamental in the learning process, but it is not completely accurate, this choice depends, among other factors like the content of the lesson, and the teacher practices, on learning styles. Perceptions are also presented on the learning practices, where life experiences influence the students’ attitudes towards learning having an impact on the way the students face new experiences.
CHAPTER 3

Methodological framework

This chapter describes the approach and method employed in conducting the present study. The chapter begins with a section describing the type of research. The second section describes the population and the place where this project was carried out and, then in the third section, the data collection instruments and procedures that are followed in this research are described. Finally, the ethical concerns kept in mind during the research are described.

Approach/Type of research

The general kind of research conducted in this study taking into account the teacher-researcher observed and analyzed information coming from participants’ experiences is the qualitative research. Qualitative research is mentioned by Lapan, Quartaroli&Riemer (2012) in comparison with quantitative studies; they say qualitative studies focus on the participants’ experiences, thoughts and perceptions (p. 5). Also the researchers are immersed in the context, which makes the meanings directly related to a specific time and a specific context, which most of the cases cannot be generalized (Lapan et al., 2012).

In the same way, according to Flick (2009) qualitative research observes and studies the participants’ insights because of the different subjective perspectives and the contexts where they were built (p.16). The qualitative approach is fundamental to study the different voices from participants, this taking into account they are not the same as there are many subjective perspectives.
Moreover, the qualitative method used in this study “takes the researcher’s communication with the field and its members as an explicit part of knowledge instead of deeming it an intervening variable” (Flick, 2009, p. 16). Taking into account this research aimed to observe and analyze the teachers and students’ experiences related to their teaching and learning practices, their perceptions and their impact on their practices. The narrative inquiry approach was adequate to accomplish this aim.

The narrative inquiry approach is the type of research selected to observe, describe and analyze the impact of teacher and student perceptions in relation to their teaching and learning practices in the sixth semester English classes at La Salle University.

This approach takes into account people’s life stories, in other words, their experiences. In relation to this, Webster and Mertova (2007) say, “it provides researchers with a rich framework through which they can investigate the ways human experience the world depicted through their stories” (p. 1) For that reason life stories are a tool to collect data, because it provides a clear history line about the students’ experiences in English classes, and teachers’ experiences in their teaching practices; at the same time it is a way to learn about their perceptions and their impact, as they can tell their experiences and perceptions about each other in a personal way.

Besides, Wells (2011) quotes Gerden’s definition about Narrative inquiry. In this, Wells (2011) refers about Gerden(2009), in this Gerden refers to stories as valuable because they include events that are relevant for the study, that are coherent and connected through the time:

Gerden (2009)… identifies definitional criteria for narrative in the west as including stories that have a valued end-point; that include events relevant to that point, that
incorporate events in a coherent order typically in relation to a linear conception of time; and that provide a sense of explanation (as cited in Wells, 2011, p.5).

Following the previous notion, Wells (2011) also highlighted Squire’s (2008) notion about narratives: “narratives are ‘sequential and meaningful,’ relate to human experience, represent experience, and ‘display transformation or change’” (as cited in Wells, 2011, p. 5). Squire (2008) claims that narratives are consecutive, sequential, and also they represent experiences. The use of narratives in this research is important, since they deal with teachers and students’ experiences, and from them, they identify what their perceptions are and also the impact that they had on their practices (teaching and learning).

Therefore, the data gathered in this study was qualitative, being the teacher-participants and students from the English classes at La Salle University. In this way the data was collected through in-depth interviews and life stories, where participants were able to write about their experiences in relation of their teaching and learning practices. Hence, this qualitative research with a narrative approach was suitable for the principal objective which was to understand the impact of teachers and students’ perceptions in relation to their teaching and learning practices.

Setting

La Salle University is an institution of higher education. It was founded on November 15th of 1964 by the Lasallian brothers. At that time the University offered 7 undergraduate academic programs. It has grown and now La Salle University offers 21 undergraduate academic programs in different areas.

Nowadays, La Salle University provides several undergraduate and graduate academic programs. The academic program that is involved in this research is the undergraduate academic
program called: “Licenciatura en Lengua Castellana, Inglés y Francés.” Its structure is made up of 5 years or 10 semesters (each semester has 18 weeks). The students have to approve a total of 176 credits that are distributed on 58 courses all along the program.

The students of the English subjects have around 5 hours per week to learn the language, the classes are distributed according to the student’s needs and schedule; thus, the university sets different schedules for students to select the most comfortable one.

La Salle University is guided by the Lasallian Formative Approach (Enfoque formativo Lasallista). This context is identified with the Catholic educative project applied to higher education with characteristic elements of the Lasallian teaching style: Educate for thinking, deciding and serving. (Universidad de la Salle, n.d.)

In addition to the program, La Salle University has set the Mission and the vision of the bachelor in Spanish, English and French being the Mission to train students within the framework and principles of the Lasallian doctrine, professionals competent in Spanish, English and French with clear pedagogical and investigative conceptions and leadership to promote educational activities (Unisalle, 2013).

The professionals graduated from the program, according to its mission, are able to help society based on their occupation as teachers and their work with the community. Besides, the Education department is projected itself as a national and international leader in the training of teachers and researchers for teaching Spanish, English and French with the commitment to educate integral human beings with critical thinking (Unisalle, 2013).
Population

The population for this study were; 21 students; 15 women and 6 men. In addition, 8 students are from the afternoon schedules and 13 students are from the evening schedule. About teachers, 3 professional educators participated. All participants were giving or attending classes on sixth semester in the Bachelor in languages at La Salle University during the first semester of 2013.

The parameters for selecting this population were the following: the professional teacher-participants had to be giving English classes to students from sixth semester from the Bachelor in Spanish, English and French at La Salle University. These teachers have postgraduate studies which include a master degree, besides, teachers have numerous years of school and university experience. Regarding students, they had to be attending English classes in sixth semester in the Bachelor in languages as they were about to make the decision about the emphasis (Spanish, English or French) which they would choose at the end of the first semester of 2013. This was to see whether their perceptions in relation to their learning practices had impacted this decision.

The group was selected according to the students’ availability. Their age was between 19 and 22 years old, they were 6 men and 15 women from the afternoon and evening schedule. These participants were ideal for the research, because they were from the same classroom and semester. Besides, they would have different thoughts about their teachers. 16 students did not participate in both instruments; these 16 people participated in the life story, while 5 students participated in both, the life story and the in-depth interview. The reason why many of them did not participate in both instruments was because they had the opportunity to say whether they wanted or could continue with the in-depth interview besides the life story.
In addition, teachers were teaching the same students, semester and degree. Also it is significant to mention that in the first semester of 2013 there were five teachers teaching English on sixth semester classes. All five were invited to participate, but two of them were not available.

**Data Collection Instruments and Procedures**

**Instruments**

The instruments that were used during this research are fundamental for the narrative inquiry method and the qualitative approach: life stories and in-depth interviews were used to provide different perspectives about the impact of teachers and students’ perceptions in relation to their learning and teaching practices. In this section their application and purpose is explained. Besides, a step by step overview of the procedures in which these instruments were applied is provided.

Finally, the instruments applied (the in-depth interview and life story) were designed in Spanish, this was since some students may feel limited when writing in English as they did not have enough vocabulary to express their ideas as they wanted. The instruments designed in Spanish allow teachers and student to write freely about their stories while they enrich the current study with personal experiences about their teaching and learning practices.

**Life stories**

According to Hatch and Wisniewski (1995), narrative in narrative inquiry refers “to a discourse form in which events and happenings are configured into a temporal unity by means of a plot” (p. 6). Life stories are original discourses that people elaborate about themselves and about a particular situation. In the same line, Hatch and Wisniewski (1995) argue that a story is a unique
and special kind of production (p. 7). The authors also defined what a plot is: “A plot is a type of conceptual scheme by which a contextual meaning of individual events can be displayed” (p. 7).

Life stories are useful for this research project because they allow us to have a different and particular point of view, not everybody has lived the same experiences, and not everybody has the same perception about the world (See Appendix 1). Also, life stories provide us a clear vision of the participants’ experiences which shapes their own perceptions, by using their own words.

To have a clear vision of the participants’ experiences in the life story, there were 5 specified prompt questions for them to follow. In the students’ case, they were asked to write about the different teachers they had in previous English courses and at school. Then they wrote about the impacts those teachers had on their learning practices. After this, the students gave their opinions about the English teachers they have had through their experience at La Salle University, and the impact of them on their learning practices.

In addition, teachers also followed 5 prompt questions to write their life stories. They as the students were asked to write about the different English teachers they had and to write about the impacts those teachers had on their learning practices. After this, they wrote about their experiences as teachers, their different opinions toward students, and the impact they had on their teaching practices.

In-depth interviews

In-depth interviews are interviews that go deeper into the participants’ experiences, in order to observe the participant’s feeling about certain aspect. In-depth interviews are flexible; it means they might be semi-structured; which allow the researcher to go deeper in aspects that
deserve attention. According to Willis (2000) “the in-depth interview is a qualitative research technique that is as important and useful as the discussion or group interview” (as cited in Birn, 2000, p. 283). Besides, its main goal, according to the same author, is “to understand the nature and make-up of the area being researched, rather than to measure the size and shape of it” (p. 283). Its purpose is not for participants to give exact information without expanding about their experiences, but to select meaningful information from the participants without modifying it, in order to understand the object of the study, that in this case are teachers’ and students’ perceptions about their teaching and learning practices.

Moreover, we can see that in-depth interviews allow the reconstruction of experiences in order that they allow reading the reality and build an identity in the story itself (Bolivar, 2001). In addition, Hermanns (as cited in Flick 2007) says that in the in-depth interviews, the interviewee is asked to talk about certain experience in which he has participated. It is important to recall that those answers are not planned, they are improvised. But in the same way it is important that the researcher controls the interview in order to have an organized sequence of the story that is being told(p.91) (See Appendix 2).

**Procedure**

The objective of the procedure is to find out how teachers and students’ perceptions of each other affect the teaching and learning practices. For the purpose of this study, the researcher asked the participants to write about their experiences about the classes they had in the past; these 24 life stories (teachers and students) were collected at the beginning of the course, meanwhile, the 8 in-depth interviews were done by the end of the semester’s first cut.

These are the stages that the teacher-researcher followed to reach her objectives:
Stage 1: The in-depth interview design (4 weeks).

During this stage, the teacher-researcher had a meeting per week with her project tutor in order to select and organize the questions that were going to be asked in the in-depth interview, for teachers and for students.

Stage 2: Collecting the students and teachers’ life stories (4 weeks).

In order to observe and identify the impact of teachers and students’ perceptions in relation to their teaching and learning practices, the teacher-researcher asked teachers and students from to write their experiences in class. The researcher asked them to write about their perceptions about students or teachers, respectively.

The collection of these life stories took place in February. All the students selected will write their experiences, the teacher-researcher will be with them in case students had any inquiry about the activity. Besides, when participants decided to complete the life stories at home, they had the teacher-researcher’s e-mail and phone number in case they need extra information about the study.

Stage three: Application of the in-depth interview on students and teachers. (8 weeks)

The teacher-researcher applied the in-depth interview. She collected teachers and students’ perceptions about each other in teaching and learning practices at La Salle University. During each interview the teacher-researcher was alone with the interviewee. The interviews were recorded and transcribed by the teacher-researcher.

Stage 4: Data analysis
After the data was collected (the life stories and the in-depth interviews) the teacher-researcher transcribed the in-depth interviews and life stories, the last one to facilitate the analysis without compromising the quality of the documents. Besides she analyzed the data in order to identify the impact of teachers and students’ perceptions in relation to their teaching and learning practices.

**Time Line**

<table>
<thead>
<tr>
<th>STAGE</th>
<th>Name of the stage</th>
<th>Duration</th>
<th>Dates</th>
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<tbody>
<tr>
<td>1</td>
<td>Design of the in-depth interview.</td>
<td>(4 weeks)</td>
<td>Oct 2nd to Oct 30th Of 2012</td>
</tr>
<tr>
<td>2</td>
<td>Collecting the students and teachers’ life stories</td>
<td>(4 weeks)</td>
<td>Feb 5th to Mar 5th Of 2013</td>
</tr>
<tr>
<td>3</td>
<td>Application of the depth interview on students and teachers.</td>
<td>(8 weeks)</td>
<td>Mar 5th to April 30th of 2013</td>
</tr>
<tr>
<td>4</td>
<td>Data analysis</td>
<td>(1 month)</td>
<td>May 2013</td>
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</tbody>
</table>

**Ethical Concerns**

An important aspect that a teacher-researcher has to take into account before starting an investigation project are ethical concerns, especially at schools, universities or any place that involve people. Ralph, Kliem and Pmp (2012) say that “ethics covers character, integrity, honesty, fairness, and trust, to name just a few topics manifested through the decisions and
actions involved in a given project.” (p. 5). This concept gives us an open perspective regarding what ethics are about, all the decisions that the teacher-researcher takes, has to be done taking into account what is better for the project without violating in any aspect the moral or physical integrity of the participants. In addition, it is necessary to have the participants’ permission before staring the project (doing interviews, questions, observation, etc) in order to avoid participants’ data vulnerability.

Moreover, it was mandatory to ask students and teachers to sign a consent form in which they accept their participation in the study (See Appendix 3). Besides, another concern was regarding to the reliability and credibility of the study. To achieve this, one teacher from Externado University, two teacher-researchers and two student-participants were asked to read the document and give their opinion about the data analysis made by the researcher in order to manage and interpret the data correctly.

CHAPTER FOUR

Data Analysis
To analyze the data in this thesis project, the teacher-researcher chose Content Analysis; this is defined by Neuendorf (2002):

Content Analysis is a summarizing quantitative analysis of messages that relies on the scientific method (including attention to objectivity-intersubjectivity, apriory design, reliability, validity [...] and is not limited to the types of variables that may be measured or the context in which the messages are created or presented (p.10).

In this way, content analysis is not limited by the context’s type of variables that can be observed, or the topic that is being researched. Following the same idea, Krippendorff (1980) states “Content analysis is a research technique for making replicable and valid references from data to their context” (as cited in Neuendorf, K, 2002, p.10).

To examine the usage of Content Analysis, there are three procedures to identify categories; the first one is the common classes which “can be useful in linking or finding associations between the data” (Gray, 2004, p.328). Then, the second one is Special classes, “by comprising the kind of labels particular groups or communities use to distinguish amongst things, persons or events. This can include specialist types of language (including slang, the use of acronyms, specialist professional terms, etc.” (Gray, 2004, p.328) and finally, the theoretical classes “or those classes that arise in the process of analyzing the data, providing the key linkages and patterns” (Gray, 2004, p.328).

In this study it was only necessary to use common classes, because categories were already established from the constructs, also because the categories were all connected between them, and this type of content analysis allowed to find relations between the data. In the research, the data collected from the participants was analyzed by taking into account the recurrences
among the different documents (life story and in-depth interview), and organized, finding connections among the information gathered.

All information from both instruments was analyzed and organized into four categories:

<table>
<thead>
<tr>
<th>Categories</th>
<th>Sub-categories</th>
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| Teachers’ perceptions about students’ learning practices. | • Use of didactic material (games, songs, portfolios, etc.) as a source of motivation.  
• Students’ attitudes about the class. 
• Grades as a significant factor for students’ attendance in class. 
• Students’ autonomy in their language learning. |
| Impact of teachers’ perceptions of students on their teaching practices. | • Role of students’ attitudes in class in relation to teachers’ motivation. 
• Teacher brings different materials to class in order to increase students’ motivation. 
• Teaching different strategies explicitly to foster autonomy. |
| Students’ perceptions about teachers’ teaching practices | • Students’ perceptions about teachers’ didactics. |
Then, the researcher counted the recurrences of these perceptions and impacts and identified the most common ones. Finally, the researcher triangulated the information coming from the life stories and in-depth interviews from teachers and students and finding similarities through them; and then, the researcher looked for specific information in the instruments previously mentioned to support the categories.

Firstly, the researcher took all categories, starting from teachers’ perceptions toward students and looked for the information gathered through both instruments that showed evidence of it. The following categories emerged from the analysis of teachers’ and students’ life story and in-depth interview.

**Teachers’ perceptions about students’ learning practices**

| Impact of students’ perceptions of teachers on their learning practices. | Teachers’ rapport with students.  
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<tbody>
<tr>
<td></td>
<td>Teachers and students speaking time in class.</td>
</tr>
<tr>
<td></td>
<td>Effect of teachers’ use of didactic materials or resources on the students’ learning.</td>
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<tr>
<td></td>
<td>Effect of teachers’ rapport on the students’ motivation in class.</td>
</tr>
<tr>
<td></td>
<td>Impact of teachers’ teaching practices on students’ English skills.</td>
</tr>
</tbody>
</table>
Taking into account the life stories and in-depth interviews, some teachers showed their perceptions through their experiences about the students’ learning practices. The perceptions that were found are:

- Use of didactic material (games, songs, portfolios, etc.) as a source of motivation.
- Students’ attitudes about the class.
- Grades as a significant factor for students’ attendance in class.
- Students’ autonomy in their language learning.

The first perception observed was about the use of didactic material (games, songs, portfolios, etc.) as a source of motivation for students in the class. Regarding this, Medina y Salvador (2009) define didactics as “la disciplina o tratado riguroso de estudio y fundamentación de la actividad de enseñanza en cuanto propicia el aprendizaje formativo de los estudiantes en los más diversos contextos” (p.7). Which means that didactics is the discipline that encourages a learning environment for students.

Regarding this definition about didactics, we can observe that participants referred to the didactic material teachers use in the classroom, therefore the word “didactic” will be replaced for “didactic material”. Having this clear, we can say that students observe them as a source of motivation toward the class.

In an in-depth interview, Teacher 1 states, “En mis prácticas también me fue bien, eran estudiantes que iban los sábados a la universidad [nombre de la universidad] entonces también hacían eso, muchas cosas lúdicas, juegos, algo llamativo les gustará siempre a ellos” (Teacher 1,
In this statement, the teacher refers to didactic activities that students like in class such as games for example.

Complementing the previous idea, Teacher 2 in the in-depth interview states, “No, hay diferentes ritmos porque a muchos, por ejemplo, les gusta la música a otros les gusta el juego pero hay muchos que no les gusta el juego definitivamente” (Teacher 2, personal communication, March 14, 2013). This reinforces Teacher 1’s in-depth interview statement, “siempre van a estar unos estudiantes motivados y otros demotivados” (Teacher 1, personal communication, March 5, 2013). Therefore, didactics can motivate students in the class.

Teachers care about students’ motivation in class, an example of it came from the impact teachers had on the Teacher 1, “de mis docentes aprendí la importancia de ser muy activa en todo momento, porque así se logra motivar a los estudiantes” (Teacher 1, personal communication, March 5, 2013). It means that the frequent improvement on teaching practices related to teacher’s didactic can help students to be motivated in class. Medina y Salvador (2009) agrees that didactics offer “the interpretation and the most coherent commitment for the continuous improvement of the teaching and learning process”\(^1\) (p.7).

Following this statement, to improve those processes it is necessary to interpret what the students want, and Teacher 1 in the in-depth interview shared a perception towards these students’ needs; she says it is necessary to have ludic activities but also moments in which the student wants explicit grammar explanation. To the question “Si tú, digamos, haces una comparación entre esas clases que no son tan dinámicas, no son tan lúdicas porque el tema no lo

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\(^1\) Quote traduced by the author.
pide [...] y comparando esas clases con unas clases más dinámicas, ¿cuál les funciona a ellos mejor?” she answers,

Mira que hay que tener de las dos cosas, porque de todas maneras hay muchos estudiantes les gusta de todas maneras que uno les desglose, por ejemplo, la gramática. Si bien presento una canción de una manera muy lúdica y muy comunicativa igual hay que extraer a veces momentos de cosas que ellos no entienden y eso le gusta también a los estudiantes, que se mezclen las diferentes metodologías (Teacher 1, personal communication, March 5, 2013).

In the same way Teacher 1 continues,

Estoy convencida que cuando el estudiante está muy despierto, cuando le gusta lo que está haciendo, cuando disfruta lo que está aprendiendo; es cuando más realmente hay un, lo que llamamos en inglés, un input real que tienen los estudiantes cuando están motivados para hacer algo. Si no hay motivación pues es difícil. La motivación puede ser interna o externa, pero es influyente la manera como el profesor se acerque a ellos (Teacher 1, personal communication, March 5, 2013).

In addition to teachers’ perceptions about the use of ludic materials (games, songs, portfolios, etc.) as a source of motivation for students in the class, students’ attitudes about it were evident in their life stories and in-depth interviews. Attitude, according to Pickens (2005), “is a mindset or a tendency to act in a particular way due to both an individual’s experience and temperament” (p. 44). In other words, it is the specific way in which a person reacts being influenced by his or her personality, previous experiences, and motivation.
Moreover, it was necessary to analyze teacher perceptions about students’ attitudes toward class. Teacher 2 in the in-depth interview gives a perception toward students’ attitudes in class; she states:

Mi primer curso fue con unas estudiantes de medicina y si bien…ellos se creen como muy inteligentes, en la universidad tienen la, el imaginario que son muy, muy inteligentes, así como los de ingeniería entonces pues siempre a veces son un poco vagos, no iban a clases porque ellos creen que se las saben todas, a veces, pues(Teacher 2, personal communication, March 14, 2013).

In this, she perceived students were unwilling and it is because she perceived what she considers a bad attitude; for example, they did not usually go to class. This perception is different from one group to another when Teacher 2 faced students who studied the bachelor in languages at night, in the in-depth interviews she says,

También, también son muy juiciosos, tienen como más tiempo, creo, disponible para estudiar en general, no, digamos esa es la diferencia que veo que los de la noche tienen menos tiempo y les toca un poco más duro creo que los del día de la tarde (Teacher 2, personal communication, March 14, 2013).

Besides, teachers related students’ attitudes with the students’ purposes or overall goals. Teacher 1 gives an opinion about this desire (training as educators), she says it must come from the students, their attitudes do not have to be related with the quality of their professors; this is what the teacher 1 says,

Uno como docente puede darle los elementos a los estudiantes, puede dar el buen ejemplo, pero tiene que partir de ellos ese deseo; porque esta es la carrera que ellos
escogieron, entonces debe venir de ellos mismos. Lo que yo te decía, por ejemplo; no tuve muy buenos maestros y sin embargo no me considero una profesora mediocre ni mala, sino que soy una muy buena docente, muy comprometida, muy responsable a pesar de, lo mismo deberían hacer los estudiantes(Teacher 1, personal communication, March 5, 2013).

But the aforementioned viewpoint is not evidenced on students’ attitudes, their autonomy is not evident, according to Teacher 3’s in-depth interview: she perceives they do homework because teacher demands it, but not to accomplish the goal of the assignment. The opportunity to learn is provided, but not executed in a properly way; as Jarvis (2006) says, “teaching is regarded as an intentional activity in which opportunities to learn are provided” (p.19). Teacher 3 affirms:

Yo les digo, ‘bueno, ¿cómo va el curso, cómo lo están haciendo?’ Ah bueno si, si lo estamos haciendo, otros no responden; lo que me da a mí a pensar que no lo están haciendo y seguramente faltando una semana empezaran a moverse. Ellos realmente no entienden que no es entregar la tarea, sino que es hacerlo todos los días, no es lo mismo hacer un trabajo diario que hacerlo en la última semana, por eso no tiene el mismo resultado(Teacher 3, personal communication, March 29, 2013).

Moreover, teacher 1’s lifestory highlights what he considers good students’ attitudes; when students follow theirs suggestions and activities; she says she is fond of seeing “cómo los estudiantes van adquiriendo un muy buen manejo de la lengua cunado se dejan guiar por el docente, cuando realizan las investigaciones a cabalidad, al ser responsables y desarrollar todas las actividades que les asigno”

\(^2\)Participant’s spelling mistake.
In addition, it is necessary to observe what teacher 2 in his life story says: students “son diferentes en tantotienendistintosintereses, necesidades y expectativasfrente a los cursos” (Teacher 2, life story). Some students want to learn, but some others do the activities because of the grades, and from this perspective, grades as a significant factor for students attendance in the class is one of the teachers’ perceptions. According to Teacher 1, if there are not grades, the students are not going to make the same effort as if they had them. To the question “¿para ti qué diferencia hay entre un estudiante que cumpla con sus obligaciones y un estudiante al que se le dificulte cumplir?” she answers,

Bueno, ahí habría que analizar las razones que lo llevan a ese tipo de conducta. Eso se está dando muchodesafortunamenteen esta clase de anglófona 3, dado que la mayoría de estudiantes; los de redimensión, ellos pasan con una sola nota, la del… del examen, del, pero ellos no tienen ningún otro tipo de evaluación solo una al final del semestre. Nosotros lo que podemos hacer es digámosle; sacarle notas pero más de una manera cualitativa pero no numérica, entonces, el estudiante cuando sabe que no va hacer evaluado hace el menor esfuerzo […] (Teacher 1, personal communication, March 5, 2013).

Regardingthis perception, Teacher3 affirsmethere are fewpeoplewhoworkbecause in Colombia people seem to do nothingifthey do not have a gradeforit, she states, “pero siendo honesta, que esos son muy pocos lo que lo cumplen, porque en el sistema colombiano estamos acostumbrados que si no nos dan una nota por todo, no hacemos nada” (Teacher 3, personal communication, March 29, 2013). She continuously referred to the importance of grades on students’ commitment toward the class, but in this case, into a specific subject in which the students only have one grade through the semester,
Los estudiantes estudian un semestre completo y la única nota que tiene en ese semestre es ese examen, no tienen más, pero muchos estudiantes no lo toman tan en serio; [...] se confían en su propio nivel y no se están dando cuenta de que, nuevamente vuelo a eso; a la exposición con la lengua diariamente más que la tensión de una nota parcial, entonces yo voy a pasar el examen, nada más piensan en pasar el examen, pero no piensan en que tienen que mejorar su nivel, esehh un cambio total de actitud (Teacher 1, personal communication, March 5, 2013).

In contrast to the previous perceptions, Teacher 1 says that some students do not like her because of the way she demands in class, “Séquemuchosestudiantes no me quieren, porque consideran que soy muy exigente. Eso me enseña a exigir aún más” (lifestory, Teacher 1). Taking into account all previous teachers’ perceptions, it is evident from their perceptions that students make not do the effort that teachers want, and it is here when autonomy comes out. The students’ autonomy about their language learning is an aspect that concerns teachers.

Regarding students’ autonomy, the Teacher 2 to the question: “¿cómo sabes que un estudiante está motivado?” she answered “se nota pues en la actitud, la actitud en clase, ehh, cómo cumple con sus trabajos, de manera cómo prepara las tareas” (Teacher 2, personal communication, March 14, 2013). For her, a student works autonomously when he is motivated toward the class, this is shown in the student’s attitudes, but a lack of motivation is not the only reason that teachers gave for students not to work by themselves. Teacher 2 says that, apart of not being motivated, students can have no time to study, because they have to work or possibly because they have problems at home: “quietenmuchasvecesproblemas en la
Besides, teachers perceive that a consequence of such lack of autonomy from students is that they do not have a good level of English, or they do not have the level they expected before meeting them. Teacher 2 says,

Para aprender una lengua también se necesita trabajo independiente, yo puedo hacer todo el esfuerzo del mundo en clase y ponerle a una estudiante que le explique, pero pues primero él casi siempre llega tarde porque tiene que hacer otras cosas (Teacher 2, personal communication, March 14, 2013).

In this, Teacher 2 implies that, regardless of what she does to motivate or help him to learn the language, there should be motivation from the student; which means independent work and commitment with his own learning process.

Furthermore, Teacher 3 refers to students’ autonomy by answering the next question “¿tú cómo vas a tus estudiantes, en ese sentido? (English level) she answers,

Lo que a mí me preocupa grandemente es que, a pesar de que ellos saben, están conscientizados de la importancia de inglés, de ser autónomos, de tener que estar en contacto con la lengua todos los días inclusive un fin de semana, inclusive en vacaciones. A pesar de que ellos saben que deben hacerlo, no hacen nada por lograr ese objetivo. Ellos saben que es importante, ellos saben, pero cuando uno les pregunta si todos los días han estado en contacto con la lengua, simplemente unos dicen que sí, que muy bien, que escuchando música, y para ellos es suficiente escuchar música en inglés, otros pierden demasiado tiempo en las redes sociales; Facebook, Twitter y todo lo demás que les quita mucho tiempo académico efectivo. Entonces no están escuchando discurso
real en inglés, no están escuchando, analizando vocabulario en inglés con propósitos académicos. Ehh no están en contacto real con la lengua; en un contexto con sentido y con significado. Entonces, el nivel en un sexto semestre, por ejemplo es muy básico. Están cometiendo errores de primer semestre por ejemplo, y su nivel de producción oral es mínimo.

Yaah¡cometenmuchoserrores(Teacher 3, personal communication, March 29, 2013)

In this, the teacher says that students are not responsible for their learning process; she also refers to social networks and music as an unreal English discourse in the matter that in what he considers a real discourse when they speak directly in English to other people. Similarly, she affirms when they are in a social network, or listening to music; they are not analyzing them with an academic purpose.

Taking into account this, the teacher 3 also affirms that sixth semester students do not have the level of English that they should have at this specific moment of their degree. But not all the statements from teachers ascribe responsibility to students’ autonomy; Teacher 3 affirms that academic institutions also have responsibility for the students’ learning process. This is a perception that she has about the student learning practices, where institutions also have an impact on students’ development in the language:

Sólo podría decir que las dinámicas y los objetivos de formación de las instituciones son distintos y estos tienen un impacto en los procesos de aprendizaje. Los horarios, la cantidad de horas de exposición a la lengua, la carga académica, el tipo de evaluación, la didáctica empleada, etc. son factores determinantes en el proceso de aprendizaje de una lengua en determinada institución (Lifestory, Teacher 3).

Summarizing the findings about teachers’ perceptions in the data analysis, there were four main recurrences which were developed throughout the analysis part. These are: Students’
attitudes toward the class, where teachers perceived a lack of motivation from students to be autonomous on their language learning. The use of didactic materials as a source of motivation for students in the class; in this subcategory teachers believe students feel motivated or not when teachers bring activities like songs, games, debates, etc. to class. Besides, the perception about grades as a significant factor for students to come to class; where teachers manifest that when students see there is not a grade for the activities, their effort and motivation generally changes.

**Impact of teachers’ perceptions of students on their teaching practices**

Taking into account the life stories and in-depth interviews, some teachers revealed the impact that their perceptions have on their teaching practices. Those impacts are developed through 3 subcategories, these are:

- Role of students’ attitudes in class in relation to teachers’ motivation.
- Teacher brings different materials to class in order to increase students’ motivation.
- Teaching different strategies explicitly to foster autonomy.

Through their experiences, they mentioned there was an impact related to students’ attitudes in class in relation to teachers’ motivation. Taking into account this impact, it is useful to highlight what Ajzen (2005) says about attitudes; they are “a disposition to respond favorably or unfavorably to an object, person, institution, or event” (p.3). In this way, depending on the disposition students have, they will respond to it.

Moreover, the teacher talks about a specific situation that had an impact on her own teaching practices,
Algún chico por ahí me tiró un papel en la espalda, entonces eso sí arruinó un poquito la clase, pero también aprendí el manejo de los estudiantes; como tal estudiantes difíciles, que hay que tener en cuenta que tienen diferentes métodos de aprendizaje diferentes (Teacher 1, personal communication, March 5, 2013).

In this situation the unfavorable attitude from the student toward the teacher produced an impact on the way the teacher treats what she calls difficult students; she says: “eso me marcotambién para enseñarque hay, hay que en cada clases hay que establecer reglas de juego” (Teacher 1, personal communication, March 5, 2013).

Besides the previous Teacher 1’s impact mentioned of perceptions of students on her teaching practices, Teacher 2 says it is normal that teachers feel the impact of the students’ actions, but it is a matter of the teacher to be as objective as she can be; she says,

Somos seres humanos, a veces nos afectan las cosas que hacen los estudiantes. Evidentemente si un estudiante es agresivo con uno o es eh no sé, tiene actitudes negativas, pues uno como ser humano lo recibe y dice tenaz pero uno puede… tiene que intentar ser lo más objetivo posible (Teacher 2, personal communication, March 14, 2013).

In addition to the last impact about students’ negative attitudes in class, Teacher 1 manifests that students not coming to class is one factor that not only impacts her, but also 3 more colleagues; she states:

¿Cómo influyen ellos en mí?… yo, sí, si se ha logrado un poquito desmotivar en las clases particulares de esta materia. Si, yo se lo he expresado a mi jefe, lo hemos comentado con mis colegas y los tres, pues los cuatro que estamos dictando esta materia,
tres de los cuales nos hablamos bastante; coincidimos en que no está bien que si da que de repente uno se desmotiva por que mira, traer uno la clase supremamente bien preparada hace ejercicios y todo y el ver que de pronto la asistencia no es total de repente uno se desmotiva (Teacher 1, personal communication, march 5, 2013).

Moreover, in the same way absences from students demotivate teachers, students arriving late to class produce the same effect on teachers does, as well. Teacher 1 in the in-depth interview expresses that for her, students’ recurrent lateness is an alert signal; besides it often happens when students know there are not assessment for the class. She states:

Desafortunadamente algunos estudiantes incluso que son un tanto irrespetuosos porque como saben que no hay nota, entonces pues irrespetan llegando tarde por ejemplo, para mí eso ya es… si lo hacen continuamente para mi es símbolo de alerta (Teacher 1, personal communication, march 5, 2013).

In addition to students’ lateness, students working in their laptops or tablets in class are attitudes that make teachers feel uncomfortable; for them it is upsetting to see such situations happening in their classes, Teacher 1 gives us a clear idea about the effect that it has on her, he says,

De repente uno se desmotiva, porque mira, traer uno la clase supremamente bien preparada hace ejercicios y todo, y el ver que de pronto la asistencia no es total o el ver que algunos están mientras tanto por allá con su computador […] , pues es difícil no decirles no lo hagan por algunas veces pueden estar buscando palabras en el diccionario en la Tablet o en el BlackBerry, bueno en diferentes elementos electrónicos entonces, pero también algunos pueden estar no haciendo nada y jugando o chateando… que se
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yo, y el manejo se vuelve muy difícil. Para uno como docente es triste ver esas actitudes en ellos y si logra desmotivarlo a uno un poquito (Teacher 1, personal communication, March 5, 2013).

On the other hand, Teacher 2 says that students’ bad perceptions and attitudes toward her do not demotivate her about the class, in contrast, those perceptions and attitudes motivate her, “eso me enseña a exigiránmás. También aprendo de los estudiantes que no me aprecian, pues así logro identificar mis debilidades como maestra y trato de mejorar esos aspectos” (Lifestory, Teacher 2). In the same way as students’ attitudes have an impact on teachers’ teaching practices, it became evident that teachers bring different materials to class in order to increase students’ motivation.

Regarding this impact above and its relation, to the in-depth interview question “¿cómo fue tu primera clase de inglés, la clase que diste ya como profesora?” Teacher 1 describes her experience as well as the impact it had on her teaching practices. Bearing in mind her first experience as a teacher, she recalled that students liked different activities, “entonces recordé que para ustedes es muy lúdico” (Teacher 1, personal communication, March 5, 2013). Being her perception after the development of ludic activities “los chicos gozaban les encantaba la clase y a pesar de que eran 60 siempre estaban esperando la clase de inglés como con mucho ánimo.” (Teacher 1, personal communication, March 5, 2013).

Now, through her experience, she affirmed that she has noticed that students learn faster if the teacher uses pictures and presentations, “traigo presentaciones, les presento imágenes, etc. porque la mayoría de estudiantes son muy visuales entonces es una
inteligencia visual, entonces cuando se les traen imágenes aprenden muchísimo más rápido” (Teacher 1, personal communication, march 5, 2013). So shedoeswithmusic,

Pues yo escojo música de la moderna, siempre me gusta escuchar 103.9 (risas) por ejemplo y ahí sale música muy moderna. Escojo las mejores canciones, las bajo por internet las “lyrics” y diseño actividades dependiendo el tema que esté dando (Teacher 1, personal communication, march 5, 2013).

Likewise, Teacher 1 uses music and pictures to motivate students in class, the Teacher 2 designs interesting activities for students, but she feels that some students want an entertaining part from teachers,

Uno trata de motivar a las personas, yo creo que, como de involucrar los intereses de los estudiantes muchas veces, pues, uno trata de cómo enseñar actividades que sean interesantes para los estudiantes, que involucren cosas que ellos les gusten. Pero es difícil, no siempre es fácil motivar a las personas y muchas veces pues, lo que yo les decía ahora, yo siento que muchos de los estudiantes quieren como un profesor que los divierta, que los entretenga, pero como hacen poco esfuerzo ellos mismos para motivarse (Teacher 2, personal communication, march 14, 2013).

Following the same line about the impact of teachers’ perceptions toward students on their teaching practices, Teacher 2 claims she learned that taking into account students’ interests and needs for them to learn the language was important for her teaching practices,

Cada tipo de población me dejó una enseñanza acerca de cómo manejar grupos de personas. Lo más importante es tener en cuenta sus intereses y necesidades y cumplir
con los objetivos de formación propuestos con el fin de lograr un aprendizaje (Lifestory, Teacher 2).

Later, Teacher 2 answer the question “¿Cómo inciden estas percepciones; ya sea frente a un estudiante que cómo tú dices: esté motivado y a un estudiante que no esté motivado en tu práctica docente?” To whatheresponds,

¿Cómo incide? pues uno tiene que reflexionar sobre su propia práctica, decir bueno ahora qué, qué actividades tengo que diseñar o qué estrategias pedagógicas son mejores para, para motivar a los estudiantes, siempre va a haber estudiantes un poco menos motivados que otros (Lifestory, Teacher 2).

Having in mind that teachers usually take into account different pedagogic strategies to motivate students, another impact of teachers’ perceptions about students on their teaching practices is about teachers teaching different strategies explicitly to foster autonomy.

Teachers perceived that students do not have the level of English they should have in sixth semester, that situation made teachers to use some teaching-learning strategies explicitly to foster autonomy. Teacher 1 in the in-depth interview talks about this perception, and she gives a comment that she uses in classes when students do not talk and the teacher is the only one who talks,

Ellos a veces no tienen los elementos, no tienen el vocabulario. Me sorprende que no quieren participar, es triste obligarlos, ellos se ponen de mal genio si uno los obliga pero entonces de otra manera termina uno hablando todo el tiempo en la clase; entonces yo por eso les digo, les hago hasta chistes; les digo “no hay voluntarios no todos al tiempo
por favor”, ellos se ríen pero igual hay mucha timidez (Teacher 1, personal communication, March 5, 2013).

The latest reflects the concern teachers have toward the lack of autonomy toward their own learning process, not only for the development of the class as Teacher 1 referred to, but also for the students’ English proficiency in the future. Teacher 3 in the in-depth interview manifests that if students do not work on their own level of English, it will not improve, consequently, the teacher was worried about the future students they will have,

Es angustiante en el sentido de que, ehh, uno dice de profesor por ejemplo: yo también tengo responsabilidad en esto, yo también debo enseñarles, pero si definitivamente el estudiante, en mi caso de la didáctica, con dos horas a la semana no tiene un trabajo autónomo, es imposible lograr un avance y ellos van a terminar el décimo semestre exactamente con el mismo nivel que tienen hoy y me preocupa lo que vayan a enseñarle a sus alumnos reales el siguiente semestre, que es séptimo semestre. Ellostodavía no estánlistos (Teacher 3, personal communication, March 29, 2013).

In the aforementioned, the teacher is not only concerned about the students’ level of English, but also about their future teaching practices in the forthcoming semester; in her opinion, they are not well prepared to face a group of students in their practicum. This situation impacts her because she is teaching them some learning strategies, Teacher 3 suggests to students many web pages in which they can improve their English autonomously; she states:

Yo permanentemente les estoy haciendo sugerencias de aprendizaje autónomo, ammm es decir, enseñándoles estrategias de aprendizaje, aprovechando las técnicas virtuales que tenemos hoy en día, les sugiero excelentes sitios web… excelentes, les digo como
deben aprender, cómo deben estudiar, cómo aprovechar esos recursos que yo les estoy dando para el aprendizaje y no tanto para que mejoren; si no para que hhh puedan enseñarlo en el futuro a sus estudiantes, ahh pero siendo honesta que esos son muy pocos lo que lo cumplen porque en el sistema colombiano estamos acostumbrados que si no nos dan una nota por todo no hacemos nada (Teacher 3, personal communication, March 29, 2013).

An insight teachers have about students is that grades are significant for students not only to come to class, but also to study and therefore learn. Many students do not do the activities Teacher 3 suggests them to do if they do not receive a grade for the activity; this is evidence that some students are not autonomous toward their own learning process. Teacher 3 states, “En este último año he estado trabajando mucho con la autonomía de aprendizaje y con el tiempo de exposición a la lenguameta, que es en últimas la clave para aprenderla” (Lifestory, Teacher 3).

Summarizing the findings about Impact of teachers’ perceptions toward students on their teaching practices, there were three main recurrences which were developed throughout the analysis part. These are: students’ attitudes in class in relation to teachers’ motivation, this teachers manifested that there are many attitudes that contribute to their motivation, teachers bring different materials to class in order to increase students’ motivation, in this subcategory, teachers taking into account many experiences they had in class, have decided to increase or select different materials and activities in order to motivate students, and finally, teaching different strategies explicitly to foster autonomy, such as providing students with different online resources for them to prepare at home, and to impulse them to participate in class.

Students’ perceptions about teachers’ teaching practices
Having in mind the two instruments used for collecting data in this research mentioned before, I could observe that there are some students who showed their insights through their experiences about some English teachers they have had, these perceptions are:

- Students’ perceptions about teachers’ didactics.
- Teachers’ rapport with students.
- Teachers and students speaking time in class.

The students evidenced a connection between perceptions and teachers’ didactics and taking it into account, according to the student 1 life story, he had a teacher who was more than a teacher, he was a friend; he says, “Recuerdomuchosprofesores, uno de ellos se llama [Teacher’s name]\(^3\), un excelenteprofesorsuclase era muydinámica, no era unaclase en la queél se veíacomoprostrosino era uno de nosotros” (Life story, Student 1). Similarly, the student 2 in her life story manifests that the way two of his teachers taught her,

> Cuando estaba en el colegio tenía, a mi parecer, dos profesores que enseñaban muy bien el idioma, la forma de hacer sus clases y de llegarles a sus estudiantes era la ideal y me sentía muy cómoda con todas sus enseñanzas, yo era una de las mejores en las clases de inglés en todo mi bachillerato (Life story, Student 2).

She felt comfortable with their teaching practices, and it is a fact that it made her to be one of the best students in the English classes at school.

Following the same line, the student 7 in his life story states “estudié en el Instituto Kansas\(^4\) durante tres meses, y por lo tanto realicé tres niveles de Inglés allá tuve dos profesores, muy

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\(^3\)Name hidden to protect the teachers’ identity.

\(^4\)Name changed to protect the identity of the institution.
buenos que utilizaban excelentes métodos de enseñanza” (Student 7, Lifestory 7). Taking into account teachers’ dynamic, the Student 9 remembered an English teacher from school who developed certain activities in class that worked for her, she states,

Con respecto a los profesores de mi colegio recuerdo a una en especial que tenía un método bueno para enseñar ya que hacía de la clase un momento dinámico mediante juegos, canciones y ejercicios (Lifestory, Student 9).

In this statement we can see that the student called didactic to the use of games, songs and exercises, and the Student 16 in his life story refers to it generally, his teacher designed the didactic material for classes to make the learning process easier for students, “Recuerdo en especial mi profesor de los últimos años, quien se esforzaba bastante porque aprendiéramos y él mismodiseñaba el material didáctico para hacerlo más fácil” (Life story, Student 16).

Complementing the aforementioned, the Student 1 in the in-depth interview refers to didactics in the way that the teacher used games and songs in class, he says:

[…] esa clase me gustaba cuando me tocaba inglés llegaba contento y no se era de todo, teníamos, nos hacía muchas actividades no solo gramática, gramática, y gramática si no reforzaba eso con actividades con juegos, de vez en cuando cantábamos (Student 1, personal communication, March 8, 2013).

In addition, the student 5 in the in-depth interview says:

Algunas cosas chéveres que recuerdo de mi experiencia como estudiante de inglés en el colegio, ehh, no sé, cómo profesores que intentaban enseñar de otro modo, digamos que con música, entonces ponía una canción, que rellenar los espacios, que las palabras nuevas, entonces pues eso me parecía chévere porque a mí siempre me ha gustado
mucho la música, personalmente me gusta mucho (Student 5, personal communication, April 17, 2013).

But didactics is not only games and songs in class, the Student in the in-depth interview 1 talks about the use of portfolios, recordings and dialogs; she claims:

Eran muy didácticas bastante didácticas cosa que la profesora [teacher’s name]\(^5\) lo ponía uno hacer portafolio, nosotros teníamos que grabar también personas hacer diálogos, ehhh, dibujar, colorear… muchas cosas (Student 1, personal communication, March 8, 2013).

Also, Student 4 complements the last by adding that being didactic is also to work on videos, presentations, and discussions:

La profe también era, ay veamos videos ay hagamos tal cosa que exposiciones que inventemos artículos para la casa ósea era más como más creativa en cambio (nombre del profesor) era más comunicativo hagamos mesa redondas hagamos debates, pero con cosas fundamentadas entonces con [teacher’s name]\(^6\) fue más hay exploremos lo creativos que somos no sé qué entonces bien (Student 4, personal communication, April 2, 2013).

One example comes from the Student 5, he states,

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\(^{5}\)Name hidden to protect the teacher’s confidentiality.

\(^{6}\)Name hidden to protect the teacher’s identity.
Después del colegio estudié en la Universidad de Boyacá\(^7\) unos cursos de inglés, me llamaba la atención pero el profesor no era muy didáctico, así que me aburría con frecuencia, sin embargo me seguía interesando el idioma (Lifestory, Student 5).

In this case, the student perception toward the teacher is that he was not didactic as he expected, being a consequence of it his frequently boredom.

Moreover, the Student 5 refers to teachers at La Salle University “Mi opinión frente a algunos maestros de la universidad es que les falta ser más didácticos aunque todos demuestran su dominio frente a la lengua” (Student 5, personal communication, April 17, 2013). In the aforementioned, he did not have issues with teachers’ English level, but about their didactics.

Nonetheless apart from their good English proficiency, the Student 16 in his life story affirms that there were some teachers who did not have a meaningful contribution on him; he blames their didactic and their lack of motivation, “y en todo lado he encontrado profesores que realmente no han aportado mucho, porque didáctica y porque falta de motivación al enseñar.” (Lifestory, Student 16). The same happens to Student 1, he perceived all classes were the same, “no, todas las clases eran súper monótonas, era lo mismo; ella se sentaba hablaba 10 minutos pero leyendo, o se paraba a leer y escribía algo y ya, no hacía nada más” (Student 1, personal communication, March 8, 2013).

In addition, the same student specifies what his English classes were about in the third semester, she gives an overview of what he considers a bad teaching practice,

Ya el segundo semestre dije: “nooo, yo que voy a profundizar aquí en inglés”. apenas en segundo semestre empecé a pensar eso, solo por esa clase tan mala, pero ahí no era todo,
llegué a tercer semestre y era peor [...]era peor porque la docente tenía las mismas características de la anterior, pero cuando nos hacía ejercicios eran más malos que los de la otra docente, una vez nos hizo un quiz, [...], se paró al tablero y lo dividió en 4, nosotros bueno entonces escribió cuatro palabras; cuatro verbos, dijo listo hagan un dibujo de cada verbo, y ese era el quiz, no pareció un quiz, yo me sentí en primaria (risas) todos nos mirábamos y nos reíamos y nosotros bueno empezamos a hacer el dibujo, nosotros dibujábamos y nos reíamos y nosotros dibuje y dibuje (Student 1, personal communication, March 8, 2013).

To complement the abovementioned, the Student 5 says that his teachers’ methodologies were monotonous when he was at school; teachers who explained the topic and then assigned some activities to do, and those were all classes. “sí recuerdo que las metodologías de mis profes del colegio solían ser como muy monótonas, quizás muy de este es el presente simple, agora hagan tal actividad y ya”(Student 5, personal communication, April 17, 2013).

On the other hand, teachers’ perceptions about the teachers they had when they were students, the Teacher 3 in the in-depth interview refers to a teacher she had in sixth grade at school:

Exactamente mi primer año de bachillerato; empecé con un profesor, ehhh, bastante estricto,hmm, que te puedo decir, durante el bachillerato profesores del estilo de quedarse sentado en el escritorio, enseñando desde el escritorio, abra su libro en x página, llene el ejercicio, pero no con ningún enfoque o metodología moderna digámoslo así (Teacher 3, personal communication, march 29, 2013).
In addition, the Teacher 2 talks about her experience when she was a university student, in this, she makes a comparison between the classes she had in the past, and the classes now at university:

[… en general las clases no eran como ahora que de pronto se entiende que son divertidas, y que ehh, muy interactivas y no sé qué. No, yo creo que en muchas ocasiones eran, como daban miedo, que uno siempre tenía miedo de hacer esos exámenes orales que eran un terror. Eran muy, la educación muy rígida. (Teacher 2, personal communication, March 14, 2013).

Besides, one aspect that is required to consider on teachers’ didactics in class, which students talk about in the instruments is the role teachers give to books in class. Usually students see books as the teachers’ backbone, and the student 14 refers to it:

En los primeros semestres me decepcioné un poco pues me tocó con la misma profesora, […] era pegada al libro y sus clases eran monótonas, utilizaba la misma didáctica y plan de trabajo para todos los cursos en cualquier semestre, siento que no aprendí mucho con ella (Life story, Student 10).

The aforementioned talks about a teacher whose didactics in class mentioning the use of books were not an appropriate way to teach the student, as she states “siento que no aprendí mucho con ella” (Life story, Student 10). Now, if we talk about the way students feel they are being evaluated by teachers, the student 17 claims that for a teacher he had in the past, it was important to have the book to pass the subject,
Después pasé a bachillerato y perdí un bimestre porque no tenía el libro de la clase, lo cual me parece absurdo porque se evidencia que se califica al estudiante como si éste fuera una cosa de llenar libros (Lifestory, Student 17).

On the other hand, unlike the previous student who say that he did not feel he learned with the teacher, the Student 4 feels that she learn many things although the teacher was attached to the book,

Se aprendió mucho con ella sobre todo pronunciación, ella es muy… la entonación, el sí como, el cómo preguntar qué diferencia hay de preguntar y admirar y como esas cosas, decirlo de forma como sorpresa como pregunta entonces ella nos enseñó mucho de eso pues la clases con ella si eran muy libro, libro (Student 4, personal communication, April 2, 2013).

From students’ perceptions, we can say that some students felt they did not learn much when the teacher was attached to books, on the other hand, like another student said, he learned substantially. The next student highlights the teaching practices from a teacher he had at school, in this he says that the teacher did not use books or notebooks in his classes, and still the student was motivated:

Un profesor que me haya marcado del colegio se llama Carlos Mendez y el man era muy dinámico, el no escribía en el tablero el todo se le quedaba a uno por lo que el man decía, por lo ejemplos que usaba y uno no tenía cuaderno ni nada, y él no tenía marcadores ni nada, era muy genial por eso (Student 4, personal communication, April 2, 2013).

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8 Name changed to protect the teacher’s identity.
As well as students’ perceptions and teachers’ didactic, there is another perception about teachers’ rapport with students, being this important for students. The student 4 manifests her rapport with a teacher she had in an English institute as motivating, this is because of the attention this teacher had on her learning practices. She states, “en cuanto a la docente, mi grado de satisfacciónes alto porque el seguimiento que tenía la docente era motivante para mi como estudiante” a similar situation was found in the Student 1’s in-depth interview; in which the teacher gave him comments that he considered positive:

[…] y recuerdo mucho a esa profesora porque me decía siempre que era muy bueno, y como que luchaba porque yo estuviera en un nivel más avanzado, pero pues prefería a mis amigos, que, que, que como la corrección que me daba la profesora, como el empujón que me daba ella(Student 1, personal communication, March 8, 2013).

In opposition to this perception, the Student 2 in the in-depth interview manifests that the rapport she had with a teacher in fourth semester was intimidating,

En cuarto tuve un docente; no me gusta, ¿por qué? Porque es una de las personas que lo intimidá mucho con su mirada, cada cosa que uno dice cada palabra que uno dice para él está supremamente mal, yo digo que un docente si estudió para ser eso, debe tener bastante paciencia, debe tener como esa manera de decirle a uno las cosas como de frente, no esperar a que ya llegue a final de corte y decir “no, usted se rajó por esto” y esto, y uno como que usted nunca me lo hizo saber (Student 2, personal communication, March 11, 2013).

The student expects teachers to have patience, and a respectful way to communicate with students, but her perception about the teacher is that, the teacher did not have a respectful way to
communicate with her. The Student 2 in the in-depth interview has a similar perception about a teacher; she perceived a lack of patience from the teacher who did not build a good rapport with the learners according to the student who manifests an impact on her motivation,

O sea, la manera como él explicaba y no solamente como explicaba, sino la manera en que él le hablaba a uno, como golpeadito, como cosas así y eso es feo, o sea le baja a uno la moral automáticamente (Student 2, personal communication, March 11, 2013).

In addition to the last, the Student 3 argues about a teacher she had at school who had an arrogant attitude towards people who did not speak English:

El tipo era lo que te digo, o sea era caso contrario, pues era arrogante cuando hablaba inglés y arrogante con las personas que no sabían inglés, solo pienso que uno debe ser buen estudiante, pero si uno está aprendiendo es por algo o sea [...] (Student 3, personal communication, March 22, 2013).

A similar situation was mentioned in Student 21’s life story; she argues a situation she had in the first semester at University with an English teacher, in which the teacher told her to better reconsider the bachelor she was doing.

Pero esto no me pasó en primer semestre con una profesora que tuve. Como mi inglés no era muy bueno, lo que ella hizo para “motivar me” fue diciéndome “lo mejor es que escojas otra carrera tu no sirves para esto”, este día me sentí muy frustrada y llegué a pensar en cambiarme de carrera (Lifestory, Student 21).

As well as the students’ perceptions about their rapport with teachers, there is another perception which was found frequently in the data analysis: teachers and students’ speaking time
Regarding this, the Student 3 talks about a teacher he had in an English institute, in this, he highlights the fact that the teacher motivates students to focus on the communicative aspect, in which grammar takes a second place, and he expresses:

[...]son profesores agradables y son profesores que motivan esa parte comunicativa… entonces, las clases allá son diferentes, no son clases de… pues gramática ni nada de eso, sino son clases más enfocadas en situaciones comunicativas y ahí fue como soltándome un poquito (Student 3, personal communication, March 22, 2013).

In addition to abovementioned, the Student 5 talks about a teacher he had, who made them like the communicative approach in which students could interact with each other,

Nos hacía muy digamos como muy partidarios del enfoque comunicativo, le gustaba que nosotros eh trabajáramos en grupo, pasáramos a hablar siempre como muy guiando los procesos que hacía cada grupo, no tanto como una formación unilateral, si no como en donde nosotros fuéramos capaces como de construir cosas y hablar más que todo muy comunicativo (Student 5, personal communication, April 17, 2013).

Nevertheless, Student 1 manifests teachers should develop activities that motivate them to speak in class, the last is because he perceives teachers do not develop enough of these activities,

El profesor en el tablero todo el tiempo y los estudiantes todo el tiempo escuchando, y por allá de vez en cuando decimos dos o tres palabras y esa es toda nuestra participación en una clase de inglés. Porque, o bueno en mi caso, siento que falta manejar más el tipo de actividades que un profesor pueda manejar en una clase de inglés, tratar que los estudiantes hablen más, que a fin de cuentas eso es lo que necesitamos, […]siento que en
los seis meses que estudié en English Institute⁹ fueron más prácticos que los seis semestres que he estado en la universidad, pero más por el tipo de metodología que manejan (Student 1, personal communication, March 8, 2013).

Summarizing the subcategories about students’ perceptions of teachers in the data analysis, there were three main recurrences which were developed throughout the analysis part. These are: Perceptions on teachers’ didactics, where the students referred about the didactic material teachers use in class and its function in class. Besides, the students’ insights about teachers’ rapport with them, where students considered an appropriate communication with teachers to be meaningful for their learning processes. In addition, they referred to an inappropriate rapport between them, as a demotivating factor about the language, and finally, the types of interaction which were enabled in class.

**Impact of students’ perceptions about teachers on their learning practices**

Taking into account the data collected from teachers and students, many perceptions about teachers, and additionally the impact that those insights had on their learning practices were found. These sensibilities were grouped in subcategories, these are:

- Effect of teachers’ use of didactic materials or resources on the students’ learning.
- Effect of teachers’ rapport on the students’ motivation in class.
- Impact of teachers’ teaching practices on students’ English skills.

Referring about impact on students’ learning practices, some students showed this impact through their experiences and it was found an impact between teachers’ didactics and students’

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⁹ Name changed to protect the identity of the institution.
learning practices. Student 17 claimed the class and the teachers’ attitudes made him feel motivated in class, keeping him interested through the two hours of it, he argues “La clase y disposición de los docentes hacían que los estudiantes llegáramos con preguntas a la clase y nostuvierandespiertoslas dos horas de sesión” (Life Story, Student 17). Student 5 agrees, “Para mí el impacto del maestro en el aprendizaje es demasiado amplio ya que de su manera y creatividad al enseñar la lengua influye en la disponibilidad y empeño del estudiante” (Lifestory, Student 5).

Besides, Student 10 states he had a strict teacher who spoke in English the complete class, and with the discipline she imposed, she motivated the student to learn the language.

La primera profesora de inglés que tuve y fue en 6°. Excelente, estricta, y sin nosotros saber hablaba todo el tiempo en inglés, con su exigencia t\textsuperscript{10} disciplina logró que me interesara en esta lengua de aprendizaje (Lifestory, Student 10).

However, Student 14 did not live a similar experience at university, for him teachers he had until third semester did not innovate English classes making the student’s English level decrease, he claims:

[…] hasta tercero, no hubo profesora que realmente sobresaliera… todo según el libro, no innovaban y por lo tanto, tampoco impulsaban interés alguno en inglés. Y considero que esto, entre otras cosas, disminuyó aún más mi nivel de inglés. En cuarto semestre decidí cambiarme de jornada porque había escuchado que los profesores de inglés en la tarde eran más dinámicos (Lifestory, Student 14).

\textsuperscript{10} Participant’s spelling mistake.
According to the last perception and impact, we can say that the student identifies the value of teachers’ didactics in class; for him, the absence of didactics in class had an impact on his learning practice. Nonetheless, the student 1’s in-depth interview refers to a teacher who used music as a didactic tool in her classes; although he did not like English, the teacher found a way to motivate him by asking him to prepare a presentation about his favorite band. He explains in his own words:

“yotengouna clase que... Pues, la que mejor me marcó yo creo, porque, [risas] porque nos mandaron a averiguar sobre... sobre mi banda favorita, sobre [nombre banda] entonces en eso sí, aunque no me gustaba mejor dicho investigué e hice la qué exposición, pues porque lo motivaron con algo que a uno le gusta” (Student 1, personal communication, March 8, 2013).

In addition to using music as a didactic tool, the usage of books in class has also an impact on students’ learning. Student 4 manifests he had a teacher who did not use books in class, he only asked students to complete guides, the student answered the question “¿tuvo algún impacto esa forma de enseñanza de ese profesor en ti en tu aprendizaje?” his answer was:

En mi si volví a creer que tengo buena memoria [risas]... eso me ayudó porque el profe era “no, yo no necesito que me llenen cuadernos ni nada” o sea, era requisito llenar la guía porque el colegio la pedía, pero de seguir la guía y hacer eso no, pero si como de las cosas que son realmente importantes se recuerdan por cosas muy mínimas por detalles, los detalles son lo que hacen todo (Student 4, personal communication, April 2, 2013).
As well as the impact that teachers’ didactics have on students’ learning according to the students, there is another impact related to teachers’ rapport with students where a student is afraid of speaking in English. Student 2 expresses the impact that some teachers had on her,

A medida que pasaban los semestres, los profesores estaban en otro nivel, y recuerdo mucho que en estas ocasiones, yo intentaba hablar y algunos de ellos que no voy a nombrar, me hacían sentir como ignorante, por ello a veces siento miedo de hablar (Student 2, personal communication, March 14, 2013).

Taking into account the previous quote, according to the student, she is afraid to talk because some teachers made her feel that she did not know English, what is similar to the Student 10’s impact. Here he talks about a teacher whose attitudes made students forsake from his class,

No puedo quedarme sin hablar de una profesora muy preparada pero que lograba intimidar a la mayoría de sus alumnos sin quererlo, tanto que los que no aguantaron desertaron, aunque para mí fue un reto y logré aprender aun a su pesar (Lifestory, Student 10).

In this situation, the teacher intimidated the students in a way that made some students quit the class; still, the student 10 considered it as a challenge and besides, her learning practices were not impacted similarly to her partners’ learning practices. However, a comment from teachers can have repercussions on students’ motivation, which is what happened to Student 14, here the teacher commentary was: “Ustedes no entenderán las películas, ni las canciones y tampoco algunos textos… es difícil porque hay muchas diferencias entre un hablante nativo y ustedes” (Life story, Student 14). Being then the next the impact of that commentary: “Esto desmotivó a muchos de mis compañeros porque aunque sabíamos que no éramos hablantes nativos, sí
pretendíamos por lo menos entender una película en inglés” (Lifestory, Student 14). On the other hand, Student 16’s experience was different, his motivation increased when he studied in an English institute because of his teachers’ performance,

Mis papás me inscribieron cuando tenía más o menos 8 años al instituto English\(^{11}\) y debo decir sin acordarme totalmente que fue una experiencia que incrementó mi interés y el gusto hacia el inglés. Estudié alrededor de un año y el curso me brindó bases sólidas del idioma (Lifestory, Student 16).

In the way there are many experiences and impacts on students’ learning practices regarding motivation that students consider constructive; there are some that students do not consider them in that way; as it was mentioned before, the Student 21 states:

Pero esto no me pasó en primer semestre con una profesora que tuve. Como mi Inglés no era muy bueno lo que ella hizo para “motivarme” fue diciéndome “lo mejor es que escojas otra carrera tu no sirves para esto”, este día me sentí muy frustrada y llegué a pensar en cambiarme de carrera (Lifestory, Student 21).

It can be said that teacher’s opinion and comment was not positive for the student in the way it had an impact as she was frustrated and almost changed the bachelor she was studying. Besides, Student 2’s in-depth interview affirms that due the reproaches that the teacher did, she started to feel a lack of confidence towards the language, she felt she was not going to learn English,

Te soy sincera, yo odio u odiaba las clases en cuarto semestre, hubo momentos que yo decía esto no es para mí, o sea, yo veo inglés como una lengua que nunca la voy a poder

\(^{11}\) Name changed to protect the identity of the institute.
aprender, debido a los reproches que este docente hacía, o sea, la manera como él explicaba y no solamente como explicaba sino la manera en que él le hablaba a uno como golpeadito, como cosas así y eso es feo, o sea, le baja a uno la moral automáticamente (Student 2, personal communication, March 14, 2013).

In addition, Student 2 answers the question: “el hecho que tú hayas tenido profesores como los que tú me acabas de contar, ¿eso ha influido en tu decisión?” In her answer, she continues claiming that, in the way they approach to her, some teachers who have made her think that English is not for her,

Claro… ha influido porque, porque yo no quise… osea no sé… yo… que yo quisiera ser una excelente docente pero he visto profesores con su, con su manera de, de reprocharle a uno como que se han encargado e uno diga no el inglés definitivamente no es para mí (Student 2, personal communication, March 14, 2013).

To have a better understanding about what she considers “reproaches” from teachers, she says: “Porque ellos creen que porque son docentes son… tienen como la, se toman la atribución de decirle a uno “usted no sabe”, “usted sabe”, “usted no sabe”, como discriminar a las personas, eso” (Student 2, personal communication, March 14, 2013). This situation in which the student feels teachers discriminate students for their knowledge has an impact on students learning practices, in the matter that students may see English as a subject they would not want to attend.

Besides the impact between teachers’ rapport and students’ motivation, there were some recurrences about teachers’ teaching practices and students’ English skills.

According to the Student 1 a teacher at school had had a very dynamic class which made the student learn easily, “Aprendíamos inglés tan fácilmente, tan natural como si estuviéramos en
un país de habla inglesa, así me sentía” (Life story, Student 1). In the same manner, the Student 3 refers to the teachers he has had at university: “yo que gracias a ellos he logrado tener una gran evolución obteniendo así, los conocimientos necesarios como futuro docente” (Life story, Student 3). For this student, teachers had contributed to his learning practices to become a teacher, but to Student 4, teachers’ teaching practices at university have made him forget, confused and lost the enthusiasm for the language learning.

El aprendizaje no lo tengo y ese es el problema porque si los profesores de los institutos me hicieron motivar y tomar la decisión de estudiar esta carrera, el impacto es negativo hoy en día porque esos docentes que me encontré a partir del segundo semestre hicieron que olvidara, confundiera y le perdiera el gusto al aprendizaje de la lengua inglesa (LifeStory, Student 4).

Additionally, Student 7 states his English level has not improved since he was at school and in an English Institute12, “Creo que mi nivel de Inglés no ha avanzado más de lo que aprendí en el Instituto de Inglés13 y en el colegio […] Para mí ha sido difícil avanzar más allá de lo que ya sabía” (Lifestory, Student 7). Following the same line, Student 17 talks about a teacher he had at school, he says the teacher hardly ever spoke in English. Besides, according to the Student 17, his teaching practices made her feel insecure and nervous,

El profesor la mayor parte del tiempo hablaba en español, todo lo que aprendíamos era por medio de la escritura; es decir, gramática, y por supuesto rara vez hablaba. Tenía mucho tiempo de pasar al tablero, me sentía insegura y nerviosa si cometía errores en la gramática o si había que pronunciar algo (Lifestory, Student 17).

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12 Name modified to protect the identity of the institute.
13 Name modified to protect the identity of the institute.
Student 20 in his life story shares the same insecurity that the student 17 had, he states he had teachers at university who did not know how to teach, and since that moment he feels insecure about his oral skills and written skills, his words are:

En la universidad he visto muchos métodos por muchos profesores, unos buenos, otros malos, de algunos profesores no sabían enseñar por lo que sembraron en mí desconfianza a la hora de expresarme tanto oral como en lo escrito (Lifestory, Student 20).

Recapitulating the findings about the impact of students’ perceptions toward teachers on their learning practices in the data analysis, there were three main recurrences which were developed throughout the analysis part. These are: teachers’ didactics and students’ learning practices where participants agree interactive materials, or as they called them “didactics” play an important role on their learning practices. The second one is teachers’ rapport and students’ motivation in class where students manifest that the rapport they have with teachers in fundamental for their learning process, and finally, teachers’ teaching practices and students’ English skills.
CHAPTER FIVE

Conclusions and Pedagogical Implications

Conclusion

The observation of teacher and student perceptions about each other and the impacts of those insights on their teaching and learning practices, led me to some conclusions that are vital to answer the research question of this project. This conclusions were divided into five groups of perceptions. Each group includes the teachers and students’ insights and the corresponding impact of these insights, the groups are:

- Perceptions about the didactic material used in class.
- Perceptions about attitudes in class.
- Perceptions about teachers and students’ rapport.
- Perceptions about grades.
- Perceptions about the students’ English level.

**Perceptions about the didactic material used in class**

Teachers considered that the didactic material they use in their English classes is closely related with the students’ motivation toward the class. Besides, teachers perceived through their English classes that students are attracted to participate in diverse ludic activities such as: games, music, portfolios, debates, etc. Activities that are developed in the English classes. Taking this perception into account, teachers started to develop ludic activities, also to incorporate visual information in pictures and presentations as well as to include songs related to the grammar of the lessons in their classes. The aforementioned is related to what Allwright (1984) says, “interaction
is the fundamental fact of the L2 classroom (in the sense that whatever learners learn must be derived from the interactions they experience)” (as cited in Ellis, 2012, p.15).

In addition, educators observed that they being active in class foster students’ motivation. Moreover, just as there are students who prefer active teachers in class in terms of the didactic material they use, teachers perceived there are students who do not like or do not prefer to participate in the aforementioned ludic activities. However, educators mentioned it is necessary to have games, songs, and more ludic activities as well as activities dedicated to grammar explanation. This is due to the different learning styles in which students learn English, the students’ interests, needs, and the different teaching strategies and methodologies they can use to teach the language. Therefore, teaching is not static, it can be done in many different ways (Ellis, 2012, p.1) and because of it, each class is different from the other ones, each one responds to different needs with different details (Ayers, 2001, p.17).

Finally, teachers highlighted that students’ attitudes evidence their motivation about the class, in the same way, they consider difficult to learn if there is not a stimulus. Moreover, educators perceived this stimulus is influenced by the communication that exists between them and the students.

Furthermore, now that teachers’ perceptions are evidenced, students’ perceptions about teachers’ didactics are also described. Research showed that students perceived that a friendly communication between the teacher and them promotes a comfortable learning environment. Besides, ludic activities as; doing presentations, making and watching videos, do recordings, dialogues, drawings; also activities as games, songs, debates and round tables are perceived by students as activities that contribute to their learning progress. In addition, the development of
these ludic activities about the topics that the students like, motivate them towards the class and the language.

Likewise, teachers who do these ludic activities together connected with moments of grammar explanation are perceived by the students as teachers who plan their classes. On the other hand, learners perceived teachers who evidenced a lack of motivation in class, teachers who did not develop ludic and challenging activities in the English classes, in general these characteristics belong to what they consider a teacher with no didactic.

Besides, students perceived books and grammar activities as fundamental for learning the language, however, when educators use them as the only source in class, students perceive it does not fully contribute to the class. In the aforementioned, many students talk about what they perceive do not completely contribute to their learning process, this about teachers’ methodology in class, nonetheless learners also perceived that the use of books needs to go together with extra academic purposes like; to learn pronunciation, intonation, and grammar not only from books, but from teachers too.

**Perceptions about attitudes in class**

Research on teachers’ perceptions about students’ learning practices showed that, students’ attitudes about the class are perceived by teachers by taking into account the bachelor in which the students are. Besides, students with negative attitudes, who teachers considered aggressive and disrespectful have an impact on teachers’ motivation. Nonetheless these situations encourage educators to be objective, to set rules, to know that students have different learning preferences, and to identify their weaknesses as teachers and to improve them.
Moreover, as well as teachers’ teaching practices are impacted by students’ attitudes in class, the students’ learning practices also suffer an impact. The teachers’ disposition to the learners’ needs and the class dynamic have an influence in the students’ effort. In the same way, the educators’ attitudes and didactic encourage students to work on their level of English, or on the other hand to demotivate them toward the class or the language.

Additionally, teachers perceived that students’ attitudes are related to the students’ purposes or overall goals. In this part is where teachers talked about the concept of autonomy, they perceive students’ autonomy by observing how responsible learners are with the assignments assigned and its quality, besides, autonomy is the condition in which a person does not depend on anybody to do something (RAE dictionary, 2013). Conversely, teachers also manifested that learners’ deficiency of autonomous and independent work is related to how motivated the students are, their attitudes, and also the absence of time for them to study at home.

Taking into account the lack of autonomous work, teachers provide students with different strategies to study such as web pages or by challenging the learners to speak in English with their partners in and out the class. But then, teachers perceive students do not do it, it being observed by educators on students’ English level. Nevertheless, when the students do not show evidence about they using these strategies to study at home, the last resource that teachers have is to force them to do it which educators consider is sad.

**Perceptions about teachers and students’ rapport**

Taking into account what teachers said in “perceptions about didactic material”, teachers considered demanding to learn if the student is not motivated. Moreover referring to educators
and learners’ motivation, educators perceived it is influenced by the communication between them and the students.

Besides, students agree with the aforementioned perception. Learners observed as beneficial for the learning process when the teacher follows closely their performance in class and also when the teacher provides them opportunities to give their opinion and practice their oral skills.

However, when the students perceived that teachers mention most of all their aspects to improve, often without patience and a clear explanation, they feel confused, intimidated and demotivated. Furthermore, students perceived teachers patience when the teacher is willing to help them in what they consider friendly and direct. The aforementioned is related to what Buskist & Benassi (2012) claim, “rapport supports useful student outcomes such as class attendance and participation as well as increased student motivation; more positive student attitudes toward the course, teacher, and learning; and better grades” (p.82).

In contrast, when the teacher communication with them is rude or shows arrogance provoke frustration, demotivation, desertion, and class and language hatred.

**Perceptions about grades**

Participants through the research talked about their perceptions about grades, and teachers perceived there is a connection between grades and the students’ attitudes and actions in class. Educators observed that when learners are evaluated in many opportunities, their attendance and work in class is major as when students are evaluated once or few times in the semester. The abovementioned is closely related to the concept of autonomy as teachers perceive students
attitudes toward the class are connected to the grades, thus autonomy means “self-governing, and comes from a Greek word meaning independent” (Collier, n.d, p.1).

Additionally, teachers believed that the aforementioned perception is related to the Colombian system, where the students are used to do an activity for a grade. As a result, teachers perceive that students trust the English level they have, as they study to do a test.

This perception motivates teachers to work on autonomous learning in their classes as well as to encourage students to increase the contact with the language. Moreover, educators believed that the aforementioned perception is related to the Colombian system, where the students are used to do something for a grade.

**Perceptions about the students’ English level**

Research on teachers’ perceptions about students’ English level showed that educators observed that most of students do not have the English level they should have in sixth semester. Teachers believe it is because of the level of autonomy that the learners had through the bachelor’s degree, but also teachers perceived academic institutions have responsibility in the students’ English proficiency, where the institutions’ dynamics and objectives have an impact on the learning process.

From another point of view, students perceived an improvement in their English level when the teacher promotes a communicative environment in class. Nonetheless, they perceived teachers do not develop enough activities in which learners practice their oral skills like; oral presentations, debates and dialogues. The aforementioned is connected to what Dobransky and Frymer (2004) found in a study they carried out, “students reported more intimacy when teacher engaged in OCC [out-of-class-communication]” (p.83). But in this case the students say there are
not enough activities that encourage them to improve their oral skills in or out the class. Finally, due to the students’ perceptions of the small amount of communicative activities that they have in the English classes, students felt their English level has not improved, instead they feel insecure and nervous when they have to speak using the language.

**Pedagogical Implications**

From the research finding, the pedagogical implications are important to create a deeper perspective and to expand the knowledge on the impact of teacher and student perceptions in relation to their teaching and learning practices. Teachers should take the time to know their students, to know what their preferences are, and the expectations they have about the class. Teachers should have in mind that students come with a background, and if we as teachers take it into account, we contribute to their learning practices.

Additionally, when students observe and perceive teachers take them into account in the decision process related to the class dynamic, they may observe an impact on their learning, where their decisions help to develop the classes under the light of their thoughts and needs. Also while referring to the reason of students diverse attitudes in class, teachers should evaluate the communication that exists between them, and also to know what motivates the students’ expectations, beliefs, and the perceptions they have about the teacher and the class.

Taking into account the related studies found about perceptions, they were applied in an educational environment, with teachers and students respectively, with more time in observation and application, so this current research project aimed to observe both participants, teachers and students, showing that this contrast done between participants’ voices can open our perspective about the role of perception in the classroom.
This is an invitation to other teacher-researchers that want to evaluate their teaching practices and also the students learning practices in terms of perceptions and its impacts, this research project is a starting point to motivate and encourage teachers to do research about the effect they may have in their students’ lives, and also the effect students may have in teachers’ professional lives.

It would be interesting to be able to transfer this application to schools in Colombia, this perception would provide teachers more opportunities to approach students in terms of their expectations, beliefs, and attitudes in class. To observe which teaching practices and learning practices work better with a group, also about reflecting the rapport they have with students, and the effect it has on learners. This, in order to achieve better results and experiences through conscious and sensible decision making processes individually and in a group, that will positively lead to better decision making practices in their everyday lives.

**Limitations and Further Research**

Findings in this report were subject to some limitations beginning with the fact that the current study has only examined 3 teachers and 21 students, which is a rather small amount of participants. The number of teachers and students participating in the research was limited by their availability to attend the meetings with the researcher, and also because many learners that accepted to participate in the research did not provide their life stories, and did not accept the phone calls from the researcher to set a meeting to collect this information. It is also important to consider there is asmall amount of participants to be able to identify all the different
perceptions and impacts that may exist in the educational context at La Salle University.

Moreover, before the students were asked to write the life stories, they had to read the consent letter in which they accepted to participate in both instruments. As students knew this, they decided to not participate if they had to complete both. As a strategy to have the higher number of students as possible, the consent letter was modified, and with this the students had the opportunity to select whether they wanted or could participate in the in-depth interview besides the life story they did. Many students agreed but later they manifested different reasons about why they could not continue with the process.

Finally, another limitation concerning teachers’ participation is that they did not provide much information about their perceptions toward students and the impacts on their teaching practices. Besides, a second round in the in-depth interview was not possible because of teachers’ lack of availability.
References


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APPENDICES

Appendix 1: Life story’s format.

Querido estudiante, ante todo gracias por participar en esta investigación. Este es un formato de historia de vida, en donde Ud. tiene la oportunidad de escribir cómo ha sido su experiencia como estudiante de inglés asimismo como su experiencia con otros profesores de lenguas, no solo en la Universidad de la Salle, sino también en el colegio o en otras instalaciones educativas. Se le recomienda ser lo más específico posible, gracias.

A continuación se encuentran diferentes aspectos en los que es necesario que profundice:

- Cursos de inglés realizados antes de ingresar a la Universidad de la Salle.
- Sus opiniones frente a los diferentes profesores de inglés que tuvo en otras instituciones académicas.
- El impacto que estos profesores han tenido en su aprendizaje de la lengua.
- Sus opiniones frente a los diferentes profesores de inglés que tiene actualmente en La Universidad de la Salle.
- El impacto que aquellos profesores tuvieron en su aprendizaje de la lengua.
Appendix 2: Students’ In-Depth Interview format

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<td>THE ROLE OF TEACHERS’ AND STUDENTS’ PERCEPTIONS TOWARDS EACH OTHER IN RELATION TO THEIR TEACHING AND LEARNING PRACTICES</td>
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**INTERVIEW**

INTERVIEWER: Paola Milena S. Hernandez

TYPE OF INTERVIEW: Narrative

DATE:

START TIME: | FINISH TIME: | TOTAL TIME:

INTERVIEW LOCATION:

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<th>OBJECTIVES</th>
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| Understanding the role of students’ perceptions in their learning practices in the English classes at La Salle University. | What are the students’ experiences about their learning practices in the English classes? | • ¿A Ud. le gusta el inglés?  
• Antes de ingresar a la universidad ¿tomó Usted algún curso de inglés? Por favor explique abiertamente.  
• ¿Cuáles recuerda fueron sus percepciones de aquel curso de inglés? Por favor explique.  
• ¿Estas percepciones incidieron positiva o negativamente en su aprendizaje del idioma en aquel lugar? Explique porqué.  
• ¿Qué lo llevó a estudiar la licenciatura en lengua Castellana, Inglés y Francés, como una carrera profesional? Por favor explique.  
• ¿Cuáles han sido sus percepciones frente a las clases de inglés de la Universidad de la Salle?  
• Si el docente de la clase de inglés o la misma clase no es de su agrado, ¿cómo es su comportamiento en clase? Por favor describa.  
• ¿Si sus percepciones frente al docente de inglés no son positivas, de qué
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<td>• Si sus percepciones frente a la clase de inglés no son positivas, de qué manera cree usted que incide en su aprendizaje de la lengua?</td>
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<td>• Si por el contrario, el docente de clase de inglés es de su agrado ¿cómo es su comportamiento en clase? Por favor describe.</td>
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<td>• Si la clase de inglés es de su agrado, ¿cómo es su comportamiento en clase?</td>
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<td>• Si sus percepciones del docente o de la misma clase de inglés son positivas, de qué manera cree Ud. que afecta su aprendizaje de la lengua?</td>
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<td>• ¿Considera Ud. que las percepciones que tiene un estudiante frente al docente o hacia la misma clase de inglés, inciden su aprendizaje del idioma? Por favor explique.</td>
</tr>
</tbody>
</table>
**Appendix 3: Teachers’ In-Depth Interview format**

<table>
<thead>
<tr>
<th>UNIVERSIDAD DE LA SALLE</th>
<th>RESEARCH PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE ROLE OF TEACHERS’ AND STUDENTS’ PERCEPTIONS TOWARDS EACH OTHER IN RELATION TO THEIR TEACHING AND LEARNING PRACTICES</td>
<td></td>
</tr>
</tbody>
</table>

**INTERVIEW**
- INTERVIEWER: Paola Milena S. Hernandez
- TYPE OF INTERVIEW: in-depth
- DATE:
- START TIME: | FINISH TIME: | TOTAL TIME:
- INTERVIEW LOCATION:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>GENERAL QUESTION</th>
<th>QUESTIONS</th>
</tr>
</thead>
</table>
| Understanding the role of teachers’ perceptions towards students’ learning practices at La Salle university. | What are the teachers’ experiences about their teaching practices in the English classes? | ● En su niñez, ¿Cuáles eran sus percepciones frente a la clase de inglés? Por favor explique.  
● Cuando ingresó a la universidad, ¿era su propósito convertirse en maestra? Expliqueabiertamente.  
● ¿Estas percepciones que Ud. Tuvo como estudiante, incidieron en la elección de su profesión?  
● ¿Cómo fueron sus percepciones acerca de las clases de inglés que recibió en la universidad?  
● ¿Recuerda cómo fue la primera clase de inglés que dio?  
● ¿Cuáles fueron sus percepciones de esa clase?  
● Esas percepciones que tuvo acerca de su primera clase, ¿influieron en las clases siguientes que dictó? Expliqueabiertamente.  
● ¿Cuáles son sus percepciones acerca de un estudiante que cumpla con sus obligaciones en clase, y con un estudiante al que se le dificulte cumplir?  
● ¿cómo inciden estas percepciones en sus prácticas como docente? Por favor explique.  
● ¿Cómo inciden estas percepciones en sus prácticas como docente?  
● ¿Cree Ud. que las percepciones que tiene un docente de sus estudiantes y de sus clases inciden en sus prácticas como docente? |
Appendix 4: Consent form

CARTA DE CONSENTIMIENTO

Usted está invitado a participar en un estudio llamado “the role of teachers’ and students’ perceptions toward each other in relation to their learning and teaching practices” conducido por Paola Milena S. Hernández, una estudiante de Lenguas Modernas de La Universidad de La Salle. El proyecto apunta a entender cuáles son sus percepciones acerca de sus profesores de inglés y su posible impacto sobre su proceso de aprendizaje.

Su participación consistirá en la descripción escrita de una historia de vida en la cual usted dará detalles de sus experiencias como estudiante de inglés. Y el segundo instrumento es una entrevista, la cual será grabada, posteriormente trascrita y analizada. Cabe resaltar que si usted desea no participar en la entrevista, lo puede hacer.

Cualquier información que sea obtenida en conexión con este estudio que pueda ser identificada por usted, permanecerá confidencial y solo se dará a conocer bajo su permiso, cabe resaltar que su nombre no será revelado bajo ninguna circunstancia.

Cual sea su decisión, no perjudicará sus futuras relaciones académicas o su desempeño en clase. Si usted decide participar está libre de detener su participación en cualquier momento sin penalidad.

Si usted tiene alguna pregunta ahora, después o durante el proceso, por favor síntase libre de contactarme.
Su firma indica que usted ha decidido participar habiendo ya leído la información anterior. Si solo desea participar con la historia de vida y no con la entrevista, por favor no escriba su correo electrónico y celular.

Fecha: ________________

Firma: __________________________________________________________________

Investigadora: ____________________________________________________________

**Información para contactarlo:**

Celular: ____________________

Correo electrónico: ________________________________________________________
Appendix 5: Students’ life Story example.

Desde que tengo uso de razón he estudiado inglés, mi mamá es doctora en educación con énfasis en inglés, por esto desde que era pequeña me enseñaba algunas cosas; luego, cuando empecé mis estudios de primaria en el Liceo de la Universidad Católica también veíamos inglés pero realmente no recuerdo ninguna clase y/o profesor de esa época. Después en la época del bachillerato de grado 6° a 8° también estudiaban en ese mismo colegio, solo recuerdo una profesora que tuve en 8° se llamaba Magda, era muy callada, tímida, cuando le preguntábamos algo se ponía tan nerviosa que se sonrojaba y no podía pronunciar casi ninguna palabra; debido a su personalidad, todas las estudiantes se burlaban de ella, incluso le hacían bromas muy graves, como pegarle objetos en el cabello.

Luego cambié de colegio, se llamaba Cooperativo Unión Social, realmente no recuerdo ningún profesor de allí. A decir verdad, creo que mi etapa escolar fue poco exitosa en el tema de inglés, no recuerdo haber aprendido nada.

Cuando salí del colegio entre a estudiar inglés en el Lincoln English Center, allí fue que descubrí que tenía una gran habilidad para los idiomas; disfrutaba mucho las clases y actividades que realizaba.

No veía el hecho de estudiar inglés como algo tedioso, sino como algo que realmente me agradaba y que practicaba extra clase. Recuerdo muchos profesores, uno de ellos se llama Adrian, un excelente profesor su clase era muy dinámica, no era una clase en la que él se veía como profesor sino era uno de nosotros. Aprendíamos inglés tan fácilmente, tan natural como si estuviéramos en un país de habla inglesa, así me sentía. Allí hice todos los niveles hasta
avanzado; creo que realmente este lugar marcó y definió mi futuro en el aprendizaje y enseñanza de esta lengua.

Luego entré a la universidad aquí no he aprendido tanto como lo hice en el instituto pero igual he tenido buenos profesores como Ivonne mi profesora de 4º con ella recordé todo lo que había medio olvidado, aprendí cosas y vocabulario nuevo. También he tenido la oportunidad de tener clase 2 veces con Liliana es una excelente profesora con su ayuda he mejorado mucho mi pronunciación y escucha.
Appendix 6: teachers’ life Story example

LA SALLE UNIVERSITY
SCHOOL OF EDUCATION SCIENCES
BACHELOR IN EDUCATION PROGRAM IN SPANISH,
ENGLISH AND FRENCH
LIFESTORY’S FORMAT

Querido Docente, ante todo gracias por participar en esta investigación. Este es un formato de historia de vida, en donde Ud. tiene la oportunidad de escribir cómo ha sido su experiencia como estudiante de inglés asimismo como su experiencia como profesor de lenguas, no solo en la Universidad de la Salle, sino también en colegios o en otras instalaciones educativas. Se le recomiendaser lo más específico posible, gracias.

A continuación se encuentran diferentes aspectos en los que es necesario que profundice:

- Sus experiencias siendo estudiante de inglés con respecto a los docentes que tuvo. Mis experiencias en general fueron positivas en la universidad. Tuve profesores con alto nivel académico y formación. Eran muy estrictos y demandaban un alto nivel de proficiencia en la lengua y demás espacios académicos. Teníamos una carga académica bastante alta y 20 horas de inglés a la semana. Estaba dividido por habilidades y aspectos de lengua y cada clase pertenecía a uno de ellos, así que profundizábamos bastante en todos. Disfruté mucho de mi aprendizaje aunque al principio me costó mucho trabajo porque no estudié inglés en el colegio. Dediqué mucho tiempo y disciplina para dominar la lengua y siento que este fue el mejor aprendizaje. El trabajo autónomo es básico para aprender una lengua extranjera.

- El posible impacto que aquellos docentes tuvieron en su aprendizaje de la lengua. No puedo hablar de un docente en particular por cada uno de ellos tuvo un aporte importante en mi carrera. El impacto se debió a múltiples factores como la exigencia, el número de horas de exposición a la lengua, el trabajo autónomo y el tipo de actividades requeridas para la evaluación y el desarrollo de las clases. El esfuerzo que se requería para aprobar las materias era grande y eso me impulsaba a estudiar constantemente y superar mis dificultades.

- Sus experiencias siendo docente de inglés. Me he enfrentado a todo tipo de experiencias y alumnos durante mi historia como docente. Cada grupo es único e irrepetible, así que habría mil experiencias por contar. Puedo decir que la edad, posición, contexto y necesidades de los estudiantes determinan el estilo de enseñanza y las estrategias didácticas a elegir. Mi primera experiencia fue en un instituto con niños, adolescentes y adultos en empresas. Posteriormente trabajé con estudiantes universitarios y profesores del Distrito. Cada tipo de población me dejó una enseñanza acerca de cómo manejar grupos de personas. Lo más importante es tener en cuenta sus
intereses y necesidades y cumplir con los objetivos de formación propuestos con el fin de lograr un aprendizaje.

- Sus opiniones frente a los diferentes estudiantes de inglés que tuvo en otras instituciones académicas, así como en la universidad de la Salle. No se puede generalizar al hablar de estudiantes en las instituciones que uno trabaja ni tampoco comparar. Todos son diferentes en tanto tienen distintos intereses, necesidades y expectativas frente a los cursos. Sólo podríamos decir que las dinámicas y los objetivos de formación de las instituciones son distintos y estos tienen un impacto en los procesos de aprendizaje. Los horarios, la cantidad de horas de exposición a la lengua, la carga académica, el tipo de evaluación, la didáctica empleada, etc son factores determinantes en el proceso de aprendizaje de una lengua en determinada institución.

- El posible impacto que aquellos estudiantes han tenido en sus prácticas de enseñanza. Todos los estudiantes tienen un impacto en el proceso de enseñanza porque uno como profesor se está evaluando constantemente antes, durante y después de las clases. Esto sumado al proceso de evaluación por parte de directivos y estudiantes. Cada día hay un impacto en menor o mayor grado, lo cual hace que uno cambie sus estrategias o continúe desarrollándolas dependiendo de su resultado. Existen estudiantes que uno recuerda con cariño y a veces con disgusto pero independientemente de la situación, esos son los estudiantes que dejan más enseñanzas para repetir o dejar de hacer lo que se hizo.