

REFLECTION ON EFFECTIVE ENGLISH LANGUAGE TEACHING AND LEARNING METHODOLOGIES IN HIGHER EDUCATION: IDENTIFYING SOURCES OF UNIVERSITY TEACHERS' BELIEFS AND REQUIREMENTS FOR IMPROVEMENT

Abstract: The purpose of carrying this study is to examine the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, the potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, as well as the main requirements for improving effective English Language Teaching and Learning Methodologies in higher education. Key participants in purposeful sampling consist of fifty (50) university teachers (4 assistant professors, 16 lecturers, and 30 language teachers) from the English Language Institute, University of Jeddah. All the participants had a teaching experience of 3-6 and above. An eight question semi-structured interview and a seventeen, three-point opinion survey statement survey were administered to the participants. The findings of this study indicated that there are four identified themes, namely the university teachers own experience as language learners, Experience of what works best in their classes, Teaching methods, and Established practice. it was found that new methods of teaching English at the university level is crucial. Additionally, motivating students, trusting their abilities, and caring of them are required. Moreover, university teachers should take their professional development into consideration. This will be through conducting research in this field of specialty. Lastly, there should be rapport between and among university teachers and their students.

Keywords: English language teaching practice, higher education, sources of University teachers' beliefs.

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INTRODUCTION

Some researchers (e.g. Shulman, 2005; Turner-Bisset, 2001) assume that teaching in higher education is the result of the subject-matter knowledge and intuitive decisions based on teachers' experiences and beliefs about how the subject-matter should be taught. However, teachers' beliefs, as Zheng (2009) remarked, are significant ideas in comprehending teachers' thought processes, teaching methods, and learning to teach. They have a greater effect than the teachers' knowledge on planning their lessons, on the types of decisions they adopt, and on classroom practice. Teachers' beliefs identify their real behavior towards their learners. This personal belief influences teacher's choice of materials used, selection of activities implemented and decision making of classroom related matters. Richards & Lockhart (1994) assert that "it is not surprising that individual teachers bring to teaching very different beliefs and assumptions about what constitutes effective teaching" (p. 36). They continue to explain that "teachers' beliefs are derived from a number of different sources... a) their own experience as language learners; b) experience of what works best; c) established practice; d) personality factors; e) educationally based or research-based principles; and, f) principles derived from an approach or method" (Richards & Lockhart, 1994, pp. 30-31).

Teachers' beliefs has determined that beliefs indeed influence the teachers' teaching practice. "Teachers are not empty vessels waiting to be filled with theoretical and pedagogical skills; they are individuals who enter teacher education programs with prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classroom" (Cheng & Hong, 2004).

LITERATURE REVIEW

DEFINITION OF BELIEF

Beliefs are defined as a group of ideas which are shaped in persons by their experiences and the overlapping of notions during the learning processes (Khader, 2012). They are reflections that involve all subjects that we do not have enough knowledge about them but we have enough confidence to work on them (Barcelos, 2003).

Beliefs are any premise that starts with the term "I believe that." Beliefs that are related to other beliefs are regarded as "core" or "central beliefs." If a belief is associated with other beliefs, it will have more outcomes to them (Abbas and Narjes Banou 2017).

Beliefs are personal truths derived from experience or fantasy, with a strong affectionate and evaluative component. They manifest in verbal and written declarations or in actions, and therefore, they condition the decision processes (Pajares, 1992). They are part of subjective knowledge; they belong to the cognitive domain and are formed by affective, evaluative and social elements. From the psychological point of view, beliefs have been indistinctly approached as attitudes, values, judgments, axioms, opinions, ideologies, perceptions, conceptions, prejudgments, dispositions, implicit and explicit theories, personal theories, inner mental processes, action strategies, practice rules or practical principles, depending on the author (Carmen 2015, 249).

INFLUENCING FACTORS

Pajares (1992) enriched our understanding of teachers' beliefs and how a teachers' personal teaching experiences create beliefs that, in turn, affect their instructional practices:

- 1) "Beliefs are formed early and tend to self-perpetuate, persevering even against contradictions caused by reason, time, schooling, or experience.
- 2) The belief system has an adaptive function in helping individuals define and understand the world and themselves.
- 3) Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative, and episodic nature of beliefs make them filters through which new phenomena are interpreted.
- 4) Beliefs strongly influence perception, but they can also be an unreliable guide to the nature of reality" (p. 325)

SOURCES OF TEACHERS' BELIEFS

Teachers' beliefs are developed throughout their lifetimes and are influenced by a variety of factors, including events, experiences, and other people in their lives (Nasser 2009). Knowles (1992) stated that teachers' beliefs are formed throughout

teachers' lives and are influenced by a lot of different factors such as happenings, experiences, and other people in their lives. However, Abbas and Narjes (2017) claim that teachers' beliefs originate from four sources. They are content knowledge, educational materials, formal teacher education, and experience. Mansour (2008) went a step further, and claimed that teachers' teaching beliefs concerning their roles, learners' roles, the goals of science and their teaching methods were formed by personal religious beliefs obtained from the principles existing in religion. Moreover, Richards and Lockhart (1994), in their review of experience and its effect, claim that past experience in learning or teaching is not the sole source of beliefs. Some other sources are involved in forming beliefs. They are established practice, teachers' personality factors, educational principles, research-based evidence, and principles originated from a method.

Teachers bring beliefs acquired from many years of learning experiences to a teacher education that impacts what and how they learn to teach. It can be concluded that teachers' beliefs will have a great effect on forming active teaching methods and will bring about a considerable amount of advances in learners' language capabilities.

ENGLISH LANGUAGE TEACHING IN UNIVERSITY CONTEXT

University teachers are the experts on their subject in university. They do research and become famous in their field. Nevertheless, they may lack teaching strategies to teach (Montenegro and Fuentealba 2010). Concerning higher education teachers, the belief of what they should do in the classroom is formed from the experience they had with their own teachers in school and the university, when they were students (Solis, 2015). With this in mind, they begin to repeat the same teaching methods used by their old teachers, especially at the beginning of their teaching careers (Tovar and García 2012). Research (Solis 2015) shows that the belief the university teachers have about teaching, learning, and their students affect their planning, instructing and evaluation processes in the classroom, and also that they have a repercussion on the student's learning and performance in the classroom. It can be said that

teachers' practical approaches to teaching and their teaching intentions were directly influenced by their conceptions of teaching (Norton, Richardson, Hartley, Newstead, and Mayes 2005). Beliefs regarding the teachers' professional identity, the teaching and the students' characteristics were found (Cortez, Fuentes, Villablanca and Guzmán 2013). By understanding the relevance of the teachers' beliefs in the teaching-learning process, the necessity for them to make fundamental changes about the way they conceive teaching in order for them to improve the way they teach is understood (Solis 2015).

PURPOSE OF STUDY

These teachers, who hold different views about effective teaching methodologies, often conduct highly teacher-centered classes where students presumably play a passive role in learning. Due to the need for identifying the potential sources of teachers' beliefs, or so called personal pedagogical knowledge, the purpose of carrying this study is to examine the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, the potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, as well as the main requirements for improving English Language Teaching and Learning Methodologies in higher education.

RESEARCH QUESTION

The research questions for this study were:

1. What are the university teachers' beliefs concerning English Language Teaching and Learning Methodologies in higher education?
2. What are the potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education?
3. What are the main requirements for improving English Language Teaching and Learning Methodologies in higher education?

INTRODUCTION RESEARCH METHOD

As the questions for this study are concerned with finding out the university teachers' beliefs concerning effective English Language Teaching

and Learning Methodologies in higher education, the potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, as well as the main requirements for improving English Language Teaching and Learning Methodologies in higher education, its framework falls within a mixed mode approach to research. The methodology and the approach to data collection warranted or called for questionnaires and interviews that provided a strong support for the study. To answer the first question, quantitative method through questionnaire was employed. To answer the other two questions, qualitative method through questionnaire was employed. The qualitative research admits the researchers to discover the participants' inner experience, and to figure out how meanings are shaped through and in culture (Corbin and Strauss 2008), and to embark on the data collection without any pre-established instruments (Clark and Creswell 2010) that enable richer multiple sources of data being collected to match the purposes.

THE PARTICIPANTS

Key participants in purposeful sampling consist of fifty (50) university teachers (4 assistant professors, 16 lecturers, and 30 language teachers) from the English Language Institute, University of Jeddah. All the participants had a teaching experience of 3-6 and above. They were first identified and after making appointments, they were briefed about the purpose of the study and they expressed their consent for the interview to be performed.

INSTRUMENTS OF DATA COLLECTION

An eight question semi-structured interview (see appendix 2) and a seventeen, three-point opinion survey (3=yes, 2=Partly, 1=No) statement survey (see appendix 1) were administered to the participants. Both instruments covered the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, the potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education, as well as the main requirements for improving

English Language Teaching and Learning Methodologies in higher education.

PROCEDURE

The interview was held orally and individually, and was read by the participants since knowing the questions in advance helped them to answer what was asked more accurately. The survey was applied to university teachers after the interview. It was a written instrument that the university teachers had to complete on their own.

DATA ANALYSIS

Both quantitative and qualitative data were collected. A questionnaire (see Appendix 1) was developed specifically for this study with the purpose of assessing and finding out the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education. Interviews were held in order to give answers to the questions number 2 and 3. The interview consisted of eight open-ended questions (see Appendix 2). The qualitative data was useful because it enriched the study as a whole and, additionally, functioned as a way to crosscheck and validate the data collected through the questionnaire.

INTRODUCTION ETHICAL CONSIDERATIONS

Before dispatching the questionnaire and conducting interviews, consent was obtained from university teachers through face to face discussion about the relevance of the study.

FINDINGS

There were two kinds of findings, one derived from the questionnaire and the other one from the interviews. Research Question 1: What are the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education? The percentages and frequencies of data obtained from the three-point opinion survey on teacher opinions aiming to analyze university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education were evaluated for some questions as follows:

Table 1: The percentage (%) and frequency (f) values of university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education

Statement	The percentage (%)	frequency (f)
1-Effective teaching can be regarded as a teaching method in which students actively learn, construct knowledge, make connections between various knowledge parts and choose a learning goal	Yes 100	50
	Partly	
	No	
2-Effective teaching refers to teaching students how they should learn and which methods they can use in learning, not just to present them information.	Yes 100	50
	Partly	
	No	
3-Effective teaching is the use of technology in the classroom and to make choices for proper methods and techniques.	Yes 88	44
	Partly 12	6
	No	
4-Effective teaching occurs when information given widens the students' vision and can be adapted to real life conditions.	Yes 84	42
	Partly 16	8
	No	
5- Effective teaching is a process in which students express their views in the classrooms, make connections between current learning and their previous experiences, use what they have learned in their daily life and evaluate what they have learned using their own cognitive structures.	Yes 92	46
	Partly 8	4
	No	
6- Effective teaching is the creation of a teaching and learning environment in which students take responsibility of their own learning and there is a social interaction in learning in classrooms.	Yes 70	35
	Partly 20	10
	No 10	5
7-Effective teaching is the activity of interaction with students in a well-designed and positive learning environment. It creates effective student learning.	Yes 100	50
	Partly	
	No	
8-Effective teaching is a teaching which is enjoyable for students and puts marks on the students' mind.	Yes 100	50
	Partly	
	No	
9-Effective teacher is a person who has the master level of his field knowledge, eager to teach and employs plans in his teaching.	Yes 100	50
	Partly	
	No	
10-For me, effective teaching is the one that lasts for a long time but not forgotten immediately.	Yes 100	50
	Partly	
	No	
11-Effective teaching is to leave traces in the learners.	Yes 100	50
	Partly	
	No	
12-An effective teacher is a person who transmits his knowledge and experiences.	Yes 100	50
	Partly	
	No	
13-Effective teacher is a person who designs a proper teaching environment in regard to the goals of the course, directs the students and attempts to make the learning permanent and improved.	Yes 100	50
	Partly	
	No	
14-Effective teacher is a person who has high levels of field knowledge, delivers courses with active student participation and uses body language as an actor.	Yes 70	35
	Partly 20	10
	No 10	5
15-Effective teacher is a person who guides the learners, increases the students' desire to learn and is model for his students.	Yes 100	50
	Partly	
	No	
16-Effective teacher is a person who is an instructional leader for the students.	Yes 100	50
	Partly	
	No	
	Yes 80	40
	Partly 10	5

17- Effective teacher is a person who is aware of his responsibility, regards the students as the center of the teaching process and creates a parallelism between theory and practice	No 10	5
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As indicated by the respondents, effective teaching was highly evaluated (100%) as a teaching method in which students actively learn, construct knowledge, make connections between various knowledge parts and choose a learning goal.

Also, effective teaching helps students know how they should learn and which methods they can use in learning, not just to present them information (100%). 88% of the respondents evaluated the use of technology in the classroom and to make choices for proper methods and techniques, while 84% stated that effective teaching occurs when information given widens the students' vision and can be adapted to real life conditions. Students' expression of their views in the classrooms, making connections between current learning and their previous experiences, using what they have learned in their daily life and evaluating what they have learned using their own cognitive structures was agreed upon by the majority of the respondents (92%), while the creation of a teaching and learning environment in which students take responsibility of their own learning was evaluated positively by only (70%).

Interaction with students in a well-designed and positive learning environment, putting marks on the students' mind, effective teaching is the one that lasts for a long time but not forgotten immediately and leave traces in the learners were highly evaluated (100%). The teachers who transmit their knowledge and experiences, who have high levels of field knowledge, deliver courses with active student participation and use body language as actors and who guide the learners, increase the students' desire to learn, are model for their students and who are an instructional leaders for the students were highly evaluated (100%), while the statement that effective teacher is a person who is aware of his responsibility, regards the students as the centre of the teaching process and creates a parallelism between theory and practice got the agreement of 80% of the respondents.

FINDINGS FROM THE INTERVIEWS

As interview transcripts implied, there were four

potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education:

1. The university teachers own experience as language learners. It was clear that the previous backgrounds of the university teachers, when they were young in pre-college stages, were influenced by English language environment. The respondents express their prior experience as follow.

When I first learnt English, my teacher was treating us as individuals not as empty vessels to be filled with information. (Pause) Really it was interesting to feel as if we were flying in the sky with our imaginations.

When we were at secondary school, our teacher tried to confirm the communicative approach. She always said that it was not good to concentrate on grammar in order to learn a language.

I remember that our teacher was always mentioning this statement: A student who knows a lot of grammar but cannot use the language is in the position of a pianist who knows a lot about harmony but cannot play the piano.

2. Experience of what works best in their classes which refers to any practice that they perceived as being successful in their work. The respondents express what works best in their classes as follows.

I have a notebook in my office that I usually refer to after each class. Then, I write down every successful strategy that was highly regarded by students that day.

More recently, I have used an approach borrowed from a colleague: students find a comment I've made on a previous essay. They write it on the top of their current essay and then use two sentences to explain how the new essay implements that suggestion.

3. Teaching methods. The respondents express their teaching methods as follows.

In my opinion, it is better to help students 'Hear' and Use Your Comments. When it comes to

commenting on student writing, good advice abounds.

I asked my students to do brainstorming about their essay writing. Students do not see any need for brainstorming or outlines and that maybe they should consider if they really need to do these while writing.

Noted that although my students should be allowed to question my approaches, they should also follow them: "You are allowed to question it but there has to be brainstorming or it [process approach] just won't work.

4. Established practice. This was basically any statement that referred to an established way of doing something or when describing a constant in their teaching. The respondents express established practice as follows.

I had a minor issue yesterday with a girl student crying and then hyperventilating over my feedback." "I was not happy with the student's reaction because all my students know from my established past practices what kind of feedback they will get if they do not meet my standards.

I think it is our responsibility to set very clear standards. You can't just be nice. This girl, in particular, she knows that this assignment she did is way out of her mark.

So, I said to her, 'It is very clearly laid out on the evaluation form,' which she has had since day one.

Concerning the third question: What are the main requirements for improving effective English Language Teaching and Learning Methodologies in higher education? as interview transcripts implied, university teachers should possess certain feelings and attitudes in order to help effective teaching that creates long-term learning on the part of the students to succeed.

Requirements related to university teachers' opinions and attitudes towards an effective teaching are discussed.

1. ADOPTING NEW METHODS OF TEACHING ENGLISH IN THE MODERN CLASSROOM

As the participants indicated, *"traditional curriculum design and class planning revolved around the topics considered useful for students.*

This meant students were to learn the grammar and vocabulary that educators thought students needed to know. Student input was minimal to say the least. There are some new methods of teaching English

1. *The task-based approach:* The task-based approach to language learning places emphasis on learning to communicate through purposeful interaction in the target language. Learner independence and their positive attitude towards language learning are also essential to make language learning successful.

As indicated by participants *"The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through tasks which are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes."* The use of tasks will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills. Such language focus components in turn enable learners to construct their knowledge of language structures and functions (Willis, 2001).

2. *The project-based approach:* There is evidence, both from students and teachers, that the project-based approach is a more popular method of instruction than traditional methods. As indicated by participants *"Students and teachers both believe that Project Based Learning is beneficial and effective as an instructional method"*. On the part of the teachers, PBL enhances professionalism and collaboration while on the part of students this kind of learning environment increases attendance, self-reliance and improves attitudes (Thomas, 2000).
3. *Using Smartphones in the Classroom:* Mobile technologies offer many options that can be useful in teaching. Laurillard (2007) suggests creating learning activities that take advantage of the uniqueness of the technology. These technologies offer discovery and study of physical environments, maintaining syn-

chronous and a-synchronous dialogue with colleagues.

As indicated by participants "*Mobile technologies offer many options of information capture, access and manipulation. Mobile platform allows for the tracking of processes.*"

2. CARING OF STUDENTS AND MOTIVATING THEM

Students must feel they are important agents in the learning process. As the participants indicated, *some students engage actively in class, others are not motivated to participate and, prefer to sit silently in class.*

Social relationships between teachers-students can be regarded as one of the important factors effecting student engagement.

Trust functioned in a number of ways to support student engagement, affecting students' sense of belonging, sense of caring, and teacher expectations.

3. INTEREST IN DOING RESEARCH STUDIES

This help them having knowledge of the target language knowledge concerning fluency, accuracy, lexicon and pronunciation to being knowledgeable on target culture (Werbinska, 2009). As indicated, *if the university teacher is to be skilled and masters her field, she devotes more time to study and do research, and regularly updates her information. This, no doubt, has great effect on her students and their progress.*

4-INTERACTION WITH STUDENTS

As the participants indicated, *if we as teachers are not truly interested in how students feel and what they say, this comes across in our actions."*

"It is important for university teachers to use individually appropriate strategies that take into consideration the differentiation and variability in students' interests, styles, and abilities.

DISCUSSION

The first research question was to identify the university teachers' beliefs concerning effective English Language Teaching and Learning

Methodologies in higher education. This question was answered by fifty participants. The participants' expressions generally focus on one dimension they regard as important for themselves. The first focus was on "Understanding and comprehension of students".

Example: "*For me, effective teaching is the one that lasts for a long time but not forgotten immediately*". There are viewpoints that generally focus on students' learning. This suggests that educators point out a relationship between effective teaching and learner outputs. The statements of the university teachers indicate a perspective with a dimension of focusing on gaining of knowledge. This suggests that university teachers value students' cognitive developments in their effective teaching definitions. On the other hand, university teachers mostly focus on ensuring permanent learning for students. This goes in the same line with Hiebert, Morris, Berk, and Jansen's (2007) who claimed that the goal of teaching is to support student learning and it is hard to imagine teachers becoming more effective over time without being able to analyze teaching in terms of its effects on student learning.

The survey focused on "Teaching methods". Example: "*Effective teaching can be regarded as a teaching method in which students actively learn, construct knowledge, make connections between various knowledge parts and choose a learning goal.*" Effective teaching can be defined mostly in terms of procedure, method and process. Teaching methods used by the university teachers also constitute one of the important dimensions of effective teaching.

The survey also focused on "Adapting classroom content to daily life". Example: "*Effective teaching occurs when information given widens the students' vision and can be adapted to real life conditions.*"

The survey also focused on "Learning environment".

Example: "*Effective teaching is the creation of a teaching and learning environment in which students take responsibility of their own learning and there is a social interaction in learning in classrooms*". learning environment is one of the most important components of effective teaching. Phillips (2005) claimed that learning environment should be arranged in different forms such as

student centered, knowledge centered, and assessment entered so that learners can construct new conditions.

Concerning the statements about characteristics of an effective teacher, they stated different viewpoints in defining effective teacher. Subject knowledge, pedagogical knowledge, teaching roles such as guidance are some of the remarkable points. It can be said that teaching behaviors have a great deal of influence on the learning of students.

As interview transcripts implied, there were four potential sources of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education.

One potential source of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education is the university teachers own experience as language learners. If a teacher has learned a second language successfully and comfortably by memorizing vocabulary lists, then there is a good change that the same teacher will have his or her students memorize vocabulary lists too.

Another potential source of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education is experience of what works best in their classes. The problem is that many practicing teachers may not want to break an established, and perceived successful, routine. Sometimes, even changing the seating arrangements may work best.

Another potential source of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education is teaching methods which for which university teacher should experience any resistance to any particular approach or teaching method they try when teaching any of the skills of reading, writing, speaking, or listening.

The last potential source of the university teachers' beliefs concerning effective English Language Teaching and Learning Methodologies in higher education is established practice. Established practice within a university that is difficult to change because the university has always used this method.

Requirements related to university teachers'

opinions and attitudes towards an effective teaching were as follow:

1. Adopting New Methods of Teaching English in the Modern Classroom;
2. Caring of students and motivating them;
3. Interest in doing research studies;
4. interaction with students.

CONCLUSION

The findings of this study indicated that effective teaching can be regarded as a teaching method in which students actively learn, construct knowledge, make connections between various knowledge parts and choose a learning goal. It also can be the use of technology in the classroom. It can occur when information given widens the students' vision and can be adapted to real life conditions. It creates effective student learning. It lasts for a long time but not forgotten immediately. Effective teacher is a person who designs a proper teaching environment in regard to the goals of the course, directs the students and attempts to make the learning permanent and improved. He /she regards the students as the center of the teaching process and creates a parallelism between theory and practice.

The findings suggest that there are four identified themes, namely the university teachers own experience as language learners, Experience of what works best in their classes, Teaching methods, and Established practice.

Concerning requirements related to university teachers' opinions and attitudes towards an effective teaching, it was found that new methods of teaching English at the university level is crucial. Additionally, motivating students, trusting their abilities, and caring of them are required. Moreover, university teachers should take their professional development into consideration. This will be through conducting research in this field of specialty. Lastly, there should be rapport between and among university teachers and their students.

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APPENDIX: THE QUESTIONNAIRE

Read the following statements and tick: yes, partly, or no

Statement	Yes	Partly	No
1-Effective teaching can be regarded as a teaching method in which students actively learn, construct knowledge, make connections between various knowledge parts and choose a learning goal.			
2-Effective teaching refers to teaching students how they should learn and which methods they can use in learning, not just to present them information.			

3-Effective teaching is the use of technology in the classroom and to make choices for proper methods and techniques.			
4-Effective teaching occurs when information given widens the students' vision and can be adapted to real life conditions.			
5- Effective teaching is a process in which students express their views in the classrooms, make connections between current learning and their previous experiences, use what they have learned in their daily life and evaluate what they have learned using their own cognitive structures.			
6- Effective teaching is the creation of a teaching and learning environment in which students take responsibility of their own learning and there is a social interaction in learning in classrooms.			
7-Effective teaching is the activity of interaction with students in a well-designed and positive learning environment. It creates effective student learning.			
8-Effective teaching is a teaching which is enjoyable for students and puts marks on the students' mind.			
9-Effective teacher is a person who has the master level of his field knowledge, eager to teach and employs plans in his teaching.			
10-For me, effective teaching is the one that lasts for a long time but not forgotten immediately			
11-Effective teaching is to leave traces in the learners.			
12-An effective teacher is a person who transmits his knowledge and experiences.			
13-Effective teacher is a person who designs a proper teaching environment in regard to the goals of the course, directs the students and attempts to make the learning permanent and improved.			
14-Effective teacher is a person who has high levels of field knowledge, delivers courses with active student participation and uses body language as an actor			
15-Effective teacher is a person who guides the learners, increases the students' desire to learn and is model for his students.			
16-Effective teacher is a person who is an instructional leader for the students.			

17-Effective teacher is a person who is aware of his responsibility, regards the students as the center of the teaching process and creates a parallelism between theory and practice.			
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APPENDIX: INTERVIEW QUESTIONS

Experience as language learners:

1. What do you remember about yourself as an English as a foreign language learner?
2. What were the best methods used by your teacher that influenced your English standard level?

Experience of what works best:

1. How do you determine if a method “works” in your class?
2. What if you are using a practice that has always worked best in your classes before but involves hard work from your students and they react negatively to this practice. Would you change your practice or would you insist on using it because it has worked well in the past?

Teaching methods:

1. Have you ever experienced any resistance to any particular approach or teaching method you tried when teaching any of the skills of reading, writing, speaking, or listening?
2. Have you ever modified your approaches and methods to suit your students and if so, do you consider this the same as modifying your beliefs or do you still keep the same beliefs about a particular approach?

Established practice:

1. What are your established practices that you think influence your beliefs about teaching and learning?
2. Do you think teachers should stick to their established ways of teaching even if these established ways conflict with their students preferred learning styles?