

Tracing beliefs about classroom L1/TL use

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Background

- PhD project
- South Korea
- TETE/TEE policy
- Beliefs about L1/TL use = classroom
- 5 elementary school NNESTs
- 2 Semi-structured interviews/classroom observations each

Research question

- What influences the formation of NNESTs assumptions, attitudes and beliefs about L1/TL use in the classroom?

Stages of development



Initial assumptions

- Axioms which enable pre-judgements about the surrounding world
- Develop during experiences as students learning a second language

Influences acting during formation of initial assumptions

Primary influences

- Traditional Korean language teacher's language use
- Alternative language learning experiences
- Enjoyment of classes
- Pre-service teacher training courses

Tentative attitudes



Tentative attitudes

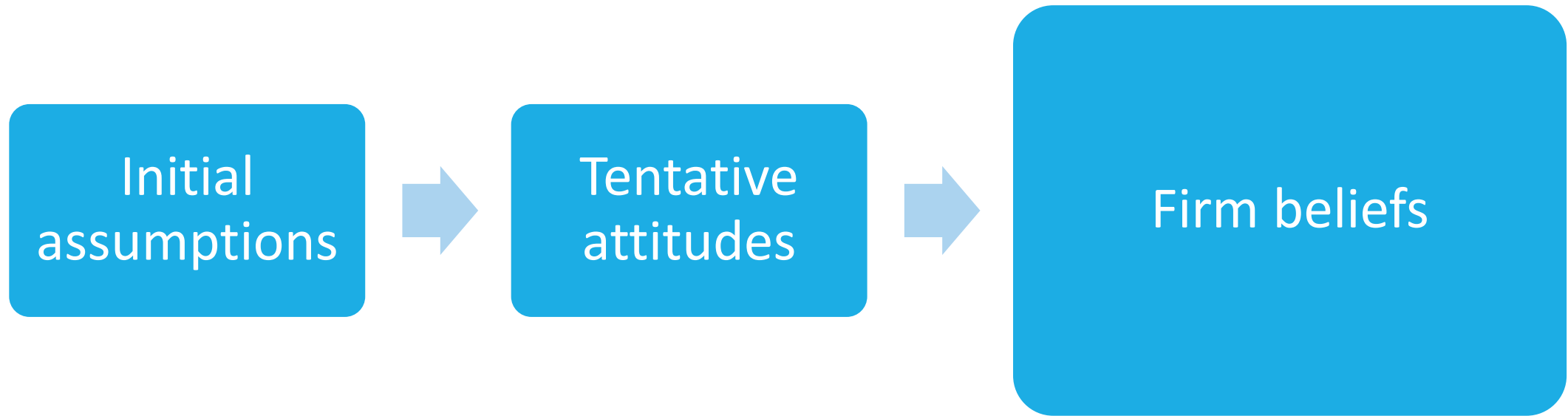
- Evolved from assumptions
- Shaped by early experiences with teaching English
- Can look different to initial assumptions, but not often

Influences acting during formation of tentative attitudes

Secondary influences

- Teacher training programs
- School socialization processes (Mentors)
- Language teacher identity
- Students

Firm beliefs



From assumptions to beliefs

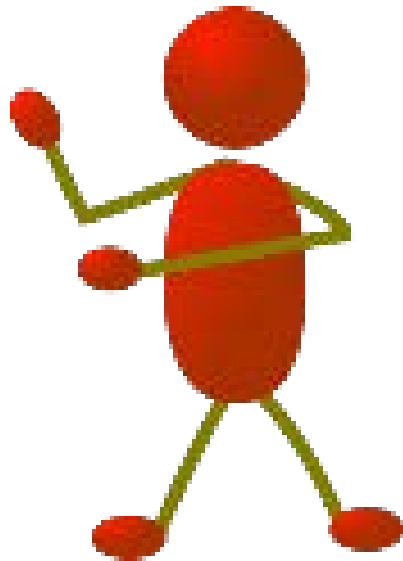
- Strong correlation between initial assumptions and firm beliefs
- Primary influences important to understand
- Secondary influences have minor influences
- More refining than revolutionizing

Emma

Initial assumptions: using English makes the class more enjoyable than using Korean

Korean teachers strict
NEST classes fun
As a student

Initial assumptions generally reinforced by early teaching experiences, i.e. English = fun & Korean for disciplining/ difficult language. A's became **tentative attitudes**



Students like my English use
English doesn't work when disciplining/ teaching difficult language
As new teacher
TT programs generally positive experiences about using English

Firms beliefs: the more English the better, students more comfortable when I use English, however Korean has its place

As a more experienced teacher

Emma

R: Any other advantages you can think of?

T: It's a kind of personal idea but when I use English I... students feel more comfortable so when I speak in Korean they just look at me as a real teacher or an adult. How can I say... kind of dominated?

R: An authority figure?

T: Yeah yeah but when I'm using English they feel like really comfortable woman in front of them

R: You mean not like a teacher?

T: Not actually that but feel like ah what I want to say is it lowers their tense

R: Their nervousness

T: Yeah right

R: or tension

T: Yes because when I say in English I try to be more (laughs) encouraging so they feel...

R: They feel better

T: Yeah more comfortable

R: And where do you think this idea comes from?

T: From my past experience so when I learned English and when I went to the academy and there was a teacher who only used English a foreign teacher maybe it's because he was a foreigner I'm not sure but yeah using English itself makes the atmosphere better

Sarah



Korean teachers strict

Learning English is boring

As a student

Students like it when I use Korean, more comfortable

Students give up when they don't understand something in English

As new teacher

Uncomfortable when TT programs only used English

As a more experienced teacher

Initial assumptions: Using Korean to teach English in school is normal

Initial assumptions generally reinforced by early teaching experiences, i.e. Korean is necessary for teaching English. Exposure is good but 100% impossible as students don't understand and become bored A's became **tentative attitudes**

Firms beliefs: 50/50 split of languages preferred, Korean is useful motivating tool in the class

Sarah

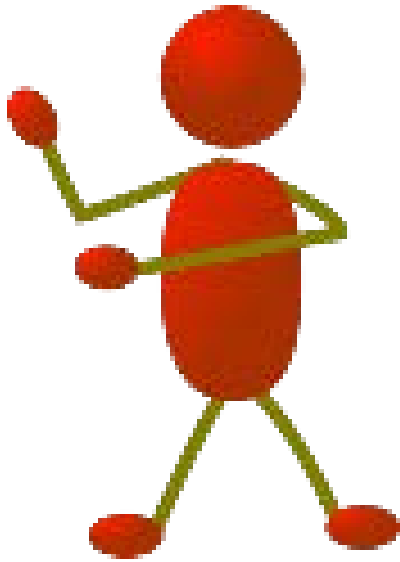
R: Do you think any of your experiences from when you were a student maybe influence you when you are using Korean?

T: Like when I was a student or as a teacher? As you know when I was a student I didn't... you know **my teacher didn't use English** but it was the first time in WTT it was the first time only using English it was difficult especially the pronunciation class she used a lot of difficult English at that time like grammar English even I don't know them now, like verbs nouns, like that things' oh my god, what's that?' it was so difficult **so I thought when I teach grammar I have to use Korean.**

R: Any other experiences or ideas like that about using Korean?

T: I can't think of anything sorry. When I play games even in ITT the teachers saying different, like when you explain a game and we have to do something, we were always confused and say' he said like this' 'no he said like that' then we asked again so that's why maybe **when I play a game with students ... as long as they use the target language during the games**

Two different experiences



How are these beliefs about L1/TL use invc
in the social construction of the classroom?

Pedagogic discourse



Recontextualisation

Pedagogic discourse

“ a principle for appropriating other discourses and bringing them into a special relation with each other for the purposes of their selective transmission and acquisition” (Bernstein, 1990, p. 183)

During recontextualization

**Example
conversations
about what you
did on the
weekend**

Recontextualize

**Creating role plays,
listening activities, mock
conversations etc.**

original social
and power
relations

Who decides
what these
are?

new, virtual
social and
power relations
of the classroom

Recontextualization

Allows the 'ideologies, the beliefs, values and dominant practices of the teacher' (Chappell, 2014, p. 34) to replace the original social and power relations, particularly those about teacher roles and student roles and methods for empowering teachers or students.

Beliefs that limit or ban L1

Tightly controlled
classes

Less voice for
students

No co-construction
of learning
environment

Beliefs that allow for L1

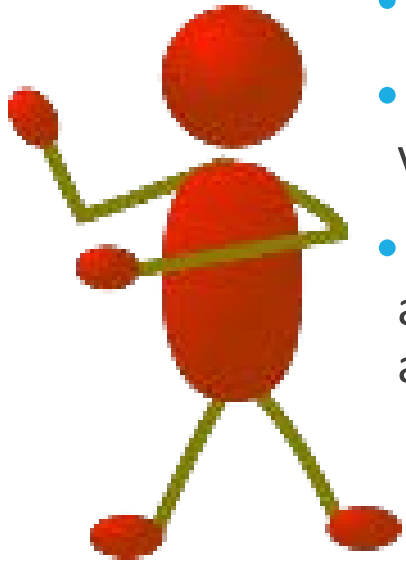
Classes tightly
controlled

More voice for
students

More co-construction
of learning
environment

Conformity and Resistance

- Beliefs align with policy
- No co-construction of learning
- Students not encouraged to have voice
- English a mechanism of maintaining and sustaining inequality as it is already structured in South Korea



- Beliefs don't align with policy
- More co-construction of learning
- Inclusive models of language learning recognize the importance of context
- Encourage students to have voice





Governments that follow “trends of global capitalization and commodification of language” (Heller, 2014) and subject teachers to theories of language learning that act restrict the voice or creative thoughts of its citizens in the classroom run the risk of creating citizens that will not be able to actively participate as global citizens.

Modern research and theories of language learning that embrace more inclusive models of language learning that recognize the importance of context (Mahboob & Lin, 2016) need to be accepted by governments in order to best serve citizens. Failure to do so can only lead to questions of true intent or competence in regards to the selection of appropriate policy.