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Cultivating Peace via Language Teaching: Pre-Service Teachers' Beliefs and Emotions in an EFL Argentine Practicum

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Cultivating Peace via Language Teaching: Pre-service Teachers' Beliefs and Emotions in an

Argentine EFL Practicum

by

María Matilde Olivero

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy in Second Language Acquisition/Instructional Technology
Department of Secondary Education
College of Education & College of Arts and Sciences
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contemplative practices

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DEDICATION

To my loving family,

Rubén, my father

For he taught me to never give up

Ana, my mother

For she taught me important values and transmitted me her passion for this field

Nicolás and Sofía, my brother and sister

For they were caring and supportive in every step of this journey

Julián, Cruz, and Simón, my nephews

For they brighten my days with peace and joy

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In peace, Matilde

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ABSTRACT

In order to understand the intricate processes involved in second language teacher development, in the last decade studies in second language teacher education (SLTE) have addressed the need to explore pre-service teachers' beliefs and emotions jointly as they occur in their contexts of teaching. SLTE researchers have referred to the importance of helping pre-service teachers verbalize their beliefs and try to understand and regulate their emotions as they can serve to explain what, how, and why pre-service teachers do what they do during their practicum experience. In addition, considering future teachers will be passing on their beliefs, values, and ways of behaving and feeling to future generations, SLTE should offer pre-service teachers with models of teaching that will help form ethical, reflective, and emotionally intelligent professionals capable of transforming society. The clamor for peace in today's world and the globalized nature of the English language emphasize the need to embrace practices in SLTE intended to foster peace. In Argentina (the context of the present study) such practices carry particular relevance, as it is expected from the Ministry of Education that the teaching of foreign languages at primary and high school level serve as tools to promote societal peace.

Given the importance of exploring pre-service teachers' beliefs together with emotions, and on the importance of providing them with holistic approaches to teaching aimed at expanding peace, this study examines pre-service teachers' beliefs and emotions about an innovative intervention involving the language of peace throughout their practicum semester in an Argentine setting. More specifically, through multiple case studies and narrative approaches,

this study investigates four pre-service teachers' beliefs and emotions regarding peace and the implementation of multidimensional peace language activities (MPLAs) before, during, and after their Practicum I course. In addition, it aims at comparing participants' beliefs and emotions with their actions as reflected in their lesson plans and in-school teaching experience. Finally, it traces pre-service teachers' transformation of beliefs and emotions throughout the course, and examines the ways in which reflection facilitates teacher development.

Multiple sources were used for data collection, including semi-structured interviews, journal entries, field-notes from classroom observations, lesson plans, and narrative frames. The thematic and content analysis of the data revealed that in general participants believed the MPLA intervention in the practicum (a) gave participants meaningful English exposure, (b) changed their understanding of peace and enhanced their ability to teach peace in EFL classrooms, and (c) led to a more transformative practicum experience. By embodying multidimensional peace the participants were able to become conscious of their beliefs, emotions, and actions regarding the inclusion of MPLAs and understand their teaching practices better, thereby allowing themselves to develop as teachers and peacebuilders. However, it was noted that two pre-service teachers were not able to include as many MPLAs as they had desired, due to contextual factors and previous learning experiences, among other aspects. Limitations of the study are addressed, as well as research and pedagogical implications for the field of SLTE that relate to the need to incorporate holistic, experiential, and contemplative approaches intended to cultivate multidimensional peace.

CHAPTER ONE:

INTRODUCTION

May the whole world learn to speak the language of peace clearly, confidently, and with conviction.

(Oxford, 2013a, p. xxiii)

1.1. Background of the Study

In the last four decades, there has been a plethora of studies on teachers' (both in-service and pre-service) beliefs in the field of applied linguistics (AL). Researchers' interest stemmed from the recognition that beliefs can be informative of what principles guide teachers' philosophies of teaching, of how pre-service teachers interpret what they learn about teaching (Graves, 2009), and of the relationship that may exist between teachers' beliefs and actions (Pajares, 1992; Richards & Lockhart, 1994). Moreover, the increased focus on pre-service teachers' beliefs is related to the valuable insights these can provide to teacher educators regarding decisions of what teaching approaches to prioritize in order to help prospective teachers have a meaningful practicum experience.

In general, beliefs have been explored through traditional-cognitive approaches and contextual approaches (Barcelos, 2003; Barcelos & Kalaja, 2011), which have shaped the way they have been defined, characterized and investigated throughout the last four decades. For example, scholars following the traditional-cognitive perspective have ignored the complex relationships among beliefs, contexts, and practices (Zheng, 2015). In response to this, the social and narrative turn in the field of second language acquisition (SLA) led to investigating

beliefs within contextual approaches, recognizing the situated, contradictory, dynamic, social, and complex nature of the construct (Barcelos & Kalaja, 2011). In SLTE this line of research aims at exploring (pre-service) teachers' beliefs as they develop in their specific contexts. Studies of teacher belief development based on contextual approaches have shown mixed findings. Whereas some indicated teacher belief development as a result of teacher education courses (e.g., Busch, 2010; Cabaroglu & Roberts, 2000; Yuan & Lee, 2014), others reported mainly stability or slight changes in prior beliefs based on the training received in such courses (e.g., Borg, 2011; Peacock, 2001; Polat, 2010). In either case, context, including the course context or the context the participants experienced before the teacher education course, played an important role in the influence of beliefs. These studies have helped advance the field of second language teacher education (SLTE) in several aspects, including the importance of contextual factors when studying beliefs, how influential beliefs are in teachers' actions, and the fact that beliefs tend to be shaped by teachers' experiences, including interactions with others, training, and past learning experiences.

However, the studies previously mentioned have explored beliefs mostly in isolation, often ignoring the close relationship that exists between beliefs and certain related individual differences, such as emotions, in order to understand teacher development. For example, emotions are said to be even be more influential than knowledge over beliefs (Fridja, Manstead, & Bem, 2000). Additionally, as it is known, SLTE courses tend to be filled with emotional experiences (Johnson & Golombek, 2016). In light of this, beliefs within contextual approaches have begun to be explored together with emotions, in order to try to gain understanding of the development of prospective teachers. Moreover, teacher educators and researchers have begun to notice the important role that positive emotions play in teacher education, as they can in fact

positively influence pre-service teachers' experiences of learning to teach.

At present no studies in the field of SLTE have paid attention to *pre-service* teachers' beliefs and emotions about holistic teaching approaches, which precisely focus on both cognitive and emotional aspects of learners. This gap in the field might be due to the fact that teacher education has traditionally had a cognitive focus. Therefore, the need to explore beliefs in combination with emotions in order to understand teacher development addresses both the need for new research directions and for a reconsideration of the teaching approaches favored in SLTE courses. Approaches that focus on pre-service teachers' whole self, including cognitive and emotional aspects, through reflective and experiential activities become paramount in order to foster teacher development. Pre-service teachers' beliefs and emotions will, along with many other elements in the environment, influence the beliefs and emotions of learners for generations to come. Therefore, it becomes important to consider the incorporation of meaningful and transformative approaches in SLTE courses. The language of peace approach proposed by Oxford (2013a) is an example of such an innovation to be incorporated in SLTE courses. This approach is intended to foster the cultivation of peace within and among people, and between oneself and the rest of the world, which are treasured values in the current century. In agreement with Kruger (2012), "teaching English to speakers of other languages (TESOL) professionals should be at the forefront of promoting peaceful interaction" (p. 17). Notably, in the context of the present study, this approach carries particular relevance since it is in consonance with the rationale for the inclusion of foreign languages at primary and high school level in the Argentine educational system. In Argentina, the curricular guidelines set by the Ministry of Education consider that the inclusion of foreign languages at primary and high school level should serve as vehicles to promote peace in society (NAP, 2012). In recognition of

this, embracing the language of peace approach in SLTE courses, specifically the practicum, and exploring pre-service teachers' experiences regarding this approach become of major relevance.

The current study explores four pre-service teachers' beliefs and emotions regarding peace and the implementation of peace language activities throughout their Practicum I semester in an Argentine setting, and examines the possible transformation of their beliefs and emotions throughout the course. This chapter describes the statement of the problem, the purpose of the study, the research questions, and the significance of the research. It also provides a definition of the key terms used in this study.

1.2. Statement of the Problem

Previous research on teachers' beliefs and teacher development in the field of SLTE has contributed in various ways to the need to carry out this study. The social and contextual turn in the field of SLTE resulted in the need to re-examine the approaches used both in research and in SLTE courses in order to form ethical and reflective prospective teachers who are capable of making a difference in their own contexts of teaching through meaningful and transformative practices.

Firstly, it should be noted that studies on teacher development, specifically those about the impact of SLTE courses on pre-service teachers' beliefs have indicated mixed findings. Whereas some studies indicated stability or slight changes in pre-service teachers' beliefs as a result of teacher education courses (e.g., Borg, 2011; Peacock, 2001; Pennington & Urmstrom 1998; Polat, 2010), others reported belief development, such as Busch (2010), Cabaroglu and Roberts (2000), Yuan and Lee (2014), and Zheng (2015). It is important to note, however, that

these studies have focused on beliefs mostly as an isolated construct, leaving related constructs, such as emotions, aside, which might have prevented researchers from having a deep understanding of the complex processes involved in teacher development (Barcelos, 2015b; Golombek & Doran, 2014). Moreover, some of these studies have not considered the crucial role that context might play when trying to understand the nature and function of beliefs and the sources for belief development. This way of exploring beliefs, together with the mixed findings obtained, has given rise to the need to integrate the study of pre-service teachers' beliefs and emotions as they occur in the contexts of learning to teach in the hope to have a better understanding of teacher development (Barcelos, 2015b; Golombek & Johnson, 2004). For example, educational researchers have made reference to the importance of helping pre-service teachers verbalize their beliefs and try to understand and regulate their emotions as they can serve to explain what, how, and why pre-service teachers do what they do during their practicum experience (Zembylas, 2005).

In addition, in the history of higher education, including SLTE, there has been a great focus on the development of the cognitive aspect of students, often neglecting emotional and social aspects of the human being (e.g., Bai, Cohen, & Scott, 2013; Johnson & Golombek, 2016; London, 2013). This is surprising given that learning to teach is considered a type of practice loaded with emotional experiences, which tend to influence pre-service teachers' actions and development (Johnson & Worden, 2014). Furthermore, in SLTE it is important to note that prospective teachers will be passing on their beliefs, values, and ways of behaving and feeling to future generations. Therefore, not only do teacher educators need to explore their own beliefs and emotions throughout their practicum, but they also need to offer pre-service teachers models of teaching that are meaningful and lead to development. For example, SLTE courses

should embrace approaches that integrate cognitive, emotional, social, and spiritual aspects of the person to help them cultivate and communicate harmony within and among themselves, and between themselves and society, other cultures, and the environment. In this vein, this study filled this gap by incorporating an innovative teaching approach in an EFL practicum and exploring pre-service teachers' experiences involving such innovation.

At the same time, the focus on contextual and social approaches in SLTE and the need to find better ways of understanding of teacher development led teacher educators to try to “form a reflective, critical and ethical teacher, and investigate his/her teacher education” (Miller, 2013, p. 103), by creating spaces for reflective practice instead of expecting to facilitate teacher development by merely focusing on theories and techniques. This has also given a primary role to prospective teachers' beliefs and emotions when trying to understand development.

Both the advances in the field of SLTE and the gaps identified have motivated the current study on exploring pre-service teachers' beliefs and emotions regarding an innovative intervention in an EFL practicum framed within holistic teaching and peace language. Oxford (2013a) proposes an innovation that aims at developing the whole self through the teaching of the language of peace in a reflective way in SLTE courses to create harmony within ourselves, among people, and between people and the environment. Teacher educators of such a globalized language as English should find ways to help TESOL professionals engage with, and contribute to the cultivation of peace (Kruger, 2012). This becomes particularly significant in the context of the present study, Argentina, since the curricular guidelines set by the Ministry of Education consider that foreign languages at primary and high school level should serve as tools to promote peace and social transformation (NAP, 2012).

Given the importance of exploring pre-service teachers' beliefs and emotions jointly when studying teacher development, and on the importance of providing them with meaningful holistic teaching approaches based on reflection in SLTE courses, this study explores pre-service teachers' beliefs and emotions regarding peace and the implementation of peace language activities throughout their practicum experience in an Argentine setting. Exploring pre-service teachers' beliefs and emotions about this innovative intervention and in their own contexts of practice implies moving in the directions suggested by scholars, which involve embracing the social and contextual shift in AL (Barcelos & Kalaja, 2011; Block, 2003), adopting a bottom-up approach to exploring teachers' inner lives in their own contexts of practice (Burns, Freeman, & Edwards, 2015), and forming ethical, reflective, and critical teachers (Miller, 2013) capable of cultivating harmony and well-being, and transforming society (MacIntyre & Gregersen, 2012; Oxford, 2013a).

1.3. Purpose of the Study

This study examines four pre-service teachers' beliefs and emotions regarding peace and the implementation of peace language activities selected to reflect peace in multiple dimensions throughout their Practicum I semester in an Argentine setting. More specifically, this study investigates pre-service teachers' beliefs and emotions regarding peace and the implementation of peace language activities selected to reflect peace in multiple dimensions before, during, and after their Practicum I course. In addition, it aims at comparing beliefs and emotions with their actions as reflected in their lesson plans and in-school teaching experience. Finally, it traces pre-service teachers' development of beliefs and emotions throughout the course, and examines the ways in which reflection facilitates teacher development.

1.4. Research Questions

The study aims at answering the following research questions:

1. What are four EFL pre-service teachers' beliefs and emotions about peace and the teaching of peace before their Practicum I experience in an Argentine setting?
2. What are four EFL pre-service teachers' beliefs and emotions about peace and the implementation of multidimensional peace language activities during their Practicum I experience in an Argentine setting?
 - a. What are four EFL pre-service teachers' beliefs and emotions about peace and the implementation of multidimensional peace language activities in the university practicum sessions?
 - b. What is the relationship between four EFL pre-service teachers' beliefs, emotions, and actions (the lesson planning and implementation in their in-school teaching experience) regarding peace and multidimensional peace language activities?
3. What are four EFL pre-service teachers' beliefs and emotions about peace and multidimensional peace language activities after their Practicum I experience in an Argentine setting?
4. What differences exist in four EFL pre-service teachers' beliefs and emotions about peace and multidimensional peace language activities before, during, and after their Practicum I experience in an Argentine setting? In what ways do these individuals' beliefs and emotions develop differently?
5. In what ways does self-reflection contribute to four EFL pre-service teachers' development in their Practicum I experience in an Argentine setting?

1.5. Significance of the Study

The current study fills a significant gap in the SLTE literature by exploring pre-service teachers' beliefs and emotions in depth and in combination as they occur in pre-service teachers' own contexts of learning and teaching. In addition, this study sheds light on the relationship between beliefs, emotions, and teachers' actions, and the role that reflection plays in facilitating teacher development. More importantly, this study has the purpose of exploring pre-service teachers' experiences regarding an innovative teaching approach that precisely focuses on students' cognitive and emotional aspects through reflection, contemplation, and experiential learning, which seems crucial to incorporate in SLTE courses in order to form reflective, ethical, and harmonious future EFL teachers. In addition, as it was previously mentioned, this innovation is particularly relevant in the context of the present study given that embracing an approach aimed at enhancing peace in the EFL classroom is in alignment with the educational policies and guidelines proposed by the Ministry of Education in Argentina regarding the inclusion of foreign languages in the school system (NAP, 2012). The teaching of foreign languages at primary and high school level should serve as vehicles to promote harmony and understanding in society and among cultures.

The findings from this research intend to impact the participants engaged in the study, second language teacher educators, and scholars in the field of SLTE in significant ways. As a result from the study, it is likely pre-service teachers will be more aware of their beliefs and emotions, helping them be more mindful as to what guides their learning process and teaching practices, and therefore develop as teachers. In addition, this study aims at fostering harmony in pre-service teachers, leading to well-being, better decisions, and consequently, a more

successful experience in the practicum and in their own EFL classrooms. Additionally, pre-service teachers' will learn to teach and enhance peace, which is in consonance with what is expected by the Argentine Ministry of Education regarding the purpose for the teaching of foreign languages at primary and high school level. Furthermore, this study attempts to enlighten second language teacher educators to form ethical, critical, and reflective teachers, by raising their awareness on the powerful role of the language of peace. Likewise, this study can illuminate second language teacher educators to embrace approaches that aim at facilitating teacher development by focusing on the whole person, including cognitive, emotional, social, and spiritual aspects. Finally, scholars in the field of SLTE can benefit from this study as it has the purpose of advancing the field regarding various aspects and approaches that facilitate teacher development and lead to social transformation.

1.6. Definition of Terms

English as a Foreign Language (EFL): In Argentina, English is taught as a foreign language because it involves learning English in a non-English-speaking country.

Positive Psychology: This term refers to a new area in the field of SLA that studies the strengths and virtues that lead to students' and teachers' well-being and flourishing (MacIntyre & Gregersen, 2012).

Beliefs: In this study beliefs are defined as “a form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and which result from an interactive process of interpretation and (re)signifying, and of being in the world and doing things with others” (Barcelos, as cited in Kalaja et al., 2015, p.10).

Emotions: In this study emotions refer to “short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events” (Reeve, as cited in MacIntyre & Gregersen, 2012, p.194). They are shaped by each person’s historical, political and social background and are (re) constructed through discursive practices, embodiment, and through interactions with others in specific contexts (Zembylas, 2002, 2003, 2004).

Pre-service Teachers’ Actions: In this study, pre-service teachers’ actions refer to the decisions and steps taken regarding teaching, which include the lesson plans they have to write, and the classes they have to teach in the primary school context (in-school teaching experience) as part of course requirements.

Narratives: In this study narratives refer to the type of data that “entail a significant measure of reflection on either an event or an experience, a significant portion of a life, or the whole of it” (Freeman, 2006, p.131). This conceptualization of narratives is associated to the types of stories that are considered “big stories” in narrative research. Big-stories in narrative research tend to include those collected throughout a period of time, which can consist of multiple interviews, field notes from classroom observations, and/or written reflections. This type of research tends to focus on the content of the narratives and aims at reconstructing the participants’ stories of their lived experiences and events, as well as their emotions involved (Barkhuizen, 2011).

Teacher Development: This term refers to teachers’ signs of growth and transformation as a result of experience and ongoing reflection, including, but not limited to, possible change in beliefs, emotions, identity, and ways of acting with respect to teaching and learning (e.g., Golombek & Johnson, 2004; Johnson & Worden, 2014).

Self-Reflection: In this study this term refers to pre-service teachers’ own reflections regarding

their process of learning to teach. Reflection can include retrospection, introspection, and envisioning the future (Dörnyei & Kubanyiova, 2014; Farrell, 2011).

Holistic Teaching Approaches: Holistic teaching approaches are those approaches that intend to focus on the whole self, taking into account the cognitive, emotional, physical, social, and spiritual aspects of learners. These approaches involve the development of learners' self-esteem and autonomy, as well as the ability to set and achieve meaningful goals. In holistic teaching approaches reflection and inner work are essential elements conducive of development (Cohen, 2009, Culham, 2013; Maslow, 1979).

Peace: In this study peace refers to the fluctuating presence of harmony that can be achieved both in small and large dimensions by experiencing well-being, having healthy interpersonal relationships, working productively with conflicting situations, and maintaining a symbiotic relationship with mother Earth.

The Language of Peace: This study follows Oxford's (2013a) conceptualization of the language of peace, which refers to "any form of communication- verbal or nonverbal- that describes, reflects, expresses, or actively expands peace" (p.3), to create harmony within the person, among people, and between people and the environment.

Multidimensional Peace Language Activities (MPLAs): This term refers to activities involving verbal or nonverbal form of language used to reflect, express and/or expand peace in any of the six dimensions, including inner, interpersonal, intergroup, intercultural, international, and ecological.

Full Consciousness Mode: This term defined by Oxford (2017) refers to the suggested mode to be used when teaching the language of peace, which involves teaching the language of peace explicitly to raise pre-service teachers' consciousness and reflection on what they are learning

and why.

Experiential Learning Techniques: This term refers to techniques that offer students the possibility to learn in a concrete way from a hands-on perspective and embodiment, involving cognition, physical movement, social interaction, emotional awareness, consciousness-raising discussions, and self-reflection.

Contemplative Learning: This term refers to types of practices that offer transformation through reflection on the self; embracing all ages; focusing on the whole learner, including cognitive, emotional, social, and physical aspects; and fostering peace, wisdom, love, compassion, forgiveness, unity, and social justice (Lin, Kirby, Edwards, & Culham, in progress).

University Practicum Sessions: In this study this term makes reference to theoretical weekly meetings that are part of the practicum course.

In-school Teaching Experience: In this study this term refers to the lessons pre-service teachers teach in the assigned school grade at primary level.

Practicum Experience: This term refers to the overall experience in the practicum course including both university practicum sessions and pre-service teachers' in-school teaching experience.

English Teacher Training Program: The English Teacher Training program in this study refers to a four-year bachelor program of studies at the National University of Río Cuarto that prepares students to be English teachers. The program focuses on four main areas, including Language, Culture, Linguistics, and Teacher Education.

L1: This term refers to participants' native language. In this study, the L1 is Spanish.

L2 : This term refers to second/additional languages. In this study, the L2 is English.

1.7. Chapter Conclusion

This chapter served as an introduction of the current research. It first described the background of the study through a brief overview of important studies done on teachers' beliefs and emotions in the field of AL and SLTE in the last decades. Next it made reference to the statement of the problem by discussing the different ways in which findings on teachers' beliefs and teacher development research in the field of SLTE have ignited the need to carry out the present study. This was followed by an explanation of the purpose of the study and its research questions, as well as the significance of the study in the field of SLTE. The last part of this section was devoted to defining the most important terms referred to in the subsequent chapters. The next chapter provides an extensive review of the literature about beliefs and emotions in the fields of Applied Linguistics (AL) and second language teacher education (SLTE), as well as the theories that frame this study.

CHAPTER TWO:

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter an overview on teachers' beliefs literature in applied linguistics (AL) is provided, with a focus on studies done on second language teacher education (SLTE). Moreover, current gaps regarding teachers' beliefs are identified, followed by an explanation of the need to explore beliefs and emotions jointly when studying teacher development, with a focus on the importance of cultivating positive emotions in SLTE as seen within the field of positive psychology. This chapter then makes reference to the need to revisit the approaches used in SLTE courses, specifically the practicum, and considers the inclusion of holistic approaches as they precisely focus on beliefs and emotions through experiential learning and reflection, including contemplation. Furthermore, the chapter explains why such approaches have the potential to positively impact the experience of pre-service teachers. Next, a specific type of holistic approach-the language of peace approach- is introduced, including a description of its principles, model, and types of peace language activities that can be incorporated in the practicum. Then, the potential benefits and challenges of implementing such activities in SLTE courses are explained. Finally, the chapter addresses the ways in which holistic teaching innovations, specifically the intervention involving the language of peace, in SLTE courses can lead to a deeper understanding of the development of beliefs and emotions among pre-service teachers.

2.1. Teachers' Beliefs in Applied Linguistics and Second Language Teacher Education:

Overview and Approaches

The investigation of teacher cognition to understand teaching actions and classroom processes became a focus of educational research in the late 1960s (Tsui, 2011). Researchers' interest has centered on understanding teachers' thoughts and beliefs, and how these are related to the actions they take in the classroom (see Borg, 2006, 2011, 2012). This led later to a significant number of studies on pre-service teachers' beliefs about teaching and learning in the last three decades in the field of AL. It is well known that the beliefs learners (and teachers) hold about learning have an impact on the way they approach an activity (e.g., Barcelos, 2003; Graves 2009). Moreover, it has been recognized that beliefs tend to act as filters through which new knowledge is perceived, and accepted or rejected (e.g. Johnson, 1994; Kagan, 1992). Similarly, researchers in educational psychology studying attitude change have concluded that certain messages perceived through heuristic cues such as mood, feelings, knowledge, and beliefs will eventually influence the way a message is perceived and judged (Kubanyiova, 2012).

Several terms have been used to refer to beliefs depending on the perspectives adopted by scholars, such as cognition (Borg, 1999), metacognitive knowledge (Wenden, 1987), Beliefs-Attitude-Knowledge (Woods, 1996), culture of teaching (Richards, Tung, & Ng, 1992), folklinguistics theories of learning (Miller & Ginsberg, 1995), among others. (For a comprehensive list, see Barcelos, 2003; Borg, 2006). While some authors referred to the cognitive nature of beliefs, others identified their social and cultural components as well. In this vein, Pajares (1992) concluded that beliefs is a fuzzy and complex construct that has been

defined with respect to related factors in educational research, including self-efficacy, values, and knowledge.

The study of teachers' beliefs has gained interest since they can be informative of what principles guide their philosophies of teaching, and how they interpret what they learn about teaching (Graves, 2009). Moreover, beliefs might influence specific actions teachers take in the classroom (Pajares, 1992; Richards & Lockhart, 1994). In particular, beliefs play a key role in teacher change, since as Barcelos (2015a) states, "a change in teachers' practices requires a change in their beliefs" (p. 304). Moreover, the beliefs pre-service teachers hold about learning can give valuable insights to teacher educators on the application of certain methodologies and techniques to be used in the training courses. Due to these reasons, belief research in the area of SLTE has received special interest among scholars (see Borg 2003, 2006, 2011; Burns, Freeman, & Edwards, 2015). Calderhead (1996) made reference to subtypes of teachers' beliefs that play a role in the process of teaching and learning, including beliefs about teaching, about the subject, about learning to teach, about the self, about the teaching role, and about learning. Scholars focusing on teachers' beliefs have found that whereas there are beliefs that are core and more resistant to change, others are peripheral and more malleable (Borg, 2006; Nespor, 1987). In this vein, Zheng (2015) claimed that the field had to advance in order to analyze the qualitative differences among beliefs with respect to their degrees of conviction and resistance to change.

Studies of beliefs in the field of AL have followed mainly two lines of research, one based on traditional and cognitive approaches, and in more recent years, designs based on contextual approaches. (For a comprehensive review, see Barcelos, 2003; Barcelos & Kalaja 2011, 2013; Kalaja & Barcelos, 2013; Kalaja, Barcelos, Aro, & Ruhothie-Lyhty, 2015).

Whereas the former considers beliefs as cognitive and mainly stable, the latter views beliefs as constructs that are situated and shaped through experiences and interaction with others. These two types of approaches have shaped the ways beliefs have been defined, characterized and investigated throughout the last four decades. Different theoretical perspectives, research methods and instruments for data collection have been adopted with the purpose of addressing a variety of research questions in diverse contexts and among different populations, which have resulted both in important advances and in needs for further research in the field of AL and SLTE.

2.1.1. Traditional and Cognitive Approaches to Teachers' Beliefs

Beliefs explored through traditional-cognitive approaches have been framed within positivist epistemological perspectives and have been influenced by cognitive psychology. Therefore, beliefs within this line of research have been mostly defined as “cognitive entities to be found inside the minds of language learners” (Kalaja, 1995, p. 192). One of the most renowned names when making reference to traditional perspectives to the study of beliefs is Horwitz, who has described them as preconceived notions, or misconceptions (Horwitz, 1987, 1988). This way of defining beliefs implies that students or pre-service teachers might have different ideas of what it means to learn and teach a foreign language but these ideas are often wrong, as opposed to those of experts and scholars (Horwitz, 1987). Furthermore, Wenden (1987) referred to beliefs as metacognitive knowledge, thereby indicating that beliefs originate and develop in the mind of the learner or teacher.

Beliefs investigated through a traditional-cognitive lens have employed indirect methods, which refer to evidence obtained by exploring participants' self-reporting of

perceptions, opinions, or attitudes regarding a phenomenon (Patton, 2002). Data collection instruments have consisted mainly of questionnaires and in fewer cases, interviews. In general, questionnaires have been analyzed through descriptive statistics, and interviews have been subjected to content analysis. ¹The perspective adopted when using traditional-cognitive approaches has been quantitative and etic, that is, describing participants' beliefs from an outsider perspective without being immersed in the participants' context (Barcelos, 2003).

Adopting an etic perspective implies that context is not given a primary role when considering the nature and function of beliefs. The studies within traditional-cognitive approaches have identified a linear relationship between beliefs and the process or product of learning, implying that positive beliefs are conducive of successful learning and negative beliefs of unsuccessful performance. Even currently, some researchers still define and characterize beliefs from a traditional perspective. For example, Gregersen and MacIntyre (2014) claim there are positive and negative beliefs. They explain there are three continuums in which beliefs are placed. In one continuum, there is an extreme that reflects those beliefs resistant to change, and in the other extreme, those malleable to change. Furthermore, in a second continuum there are those beliefs that are erroneous in one extreme, and those that align with second language acquisition (SLA) research and theories in the other extreme. Finally, there is a third continuum with beliefs that are counterproductive in one extreme, and those that are productive in the other end of the continuum.

Authors have used traditional-cognitive approaches to explore teachers' beliefs among

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1. ¹ Although most questionnaires in AL are reported quantitatively, some are qualitatively reported, and others are reported both qualitatively and quantitatively. Questionnaires and interviews used with contextual approaches are generally qualitative in nature. Interviews are very often reported qualitatively, but some interviews can have a quantitative or mixed-methods reporting format.

large populations (e.g., Horwitz, 1985; Nettle, 1998; Peacock, 2001; Pennington & Urmston, 1998). In her pioneering study, Horwitz (1985) designed a specific questionnaire for data collection, which has been used by numerous investigators in the field. Horwitz's Belief about Language Learning Inventory (BALLI) is a Likert-type questionnaire composed of 34 items grouped in five different constructs, including difficulty of language learning, nature of language learning, aptitude of language learning, communication and learning strategies, and motivation and expectancies. Although this instrument presents its limitations, it serves as a useful tool to study large populations as well as describe and contrast beliefs among different groups (Victori, 1999). Horwitz's design of the BALLI gave rise to a plethora of studies carried out among learners, teachers, and pre-service teachers of English. In her study, Horwitz (1985) used the BALLI and a Foreign Language Attitude survey (FLAS) in a methods course among 25 prospective teachers in an American University. Results revealed that pre-service teachers expressed beliefs associated to foreign language aptitude, language hierarchy, and the importance of repetition.

Among the studies focusing on beliefs and teacher development, a traditional-cognitive perspective was taken by Pennington and Urmston (1998), who explored the beliefs about teaching among pre-service teachers enrolled in the third year of the BA program in Teaching English as a Second Language (BATESL) in a university at Hong Kong, as compared to a group of students in the first year of the program. Findings obtained from the quantitative analysis of the questionnaires showed that the program did not offer pre-service teachers with appropriate knowledge base and skills to teach a second language. The pre-service teachers seemed to have less idealistic beliefs than the participants in the first year, and they expressed uncertainties and negative emotions regarding their future as teachers.

Also in the context of Hong Kong, Peacock (2001) reported on changes in English as Second Language (ESL) pre-service teachers about second language learning in a 3-year program at university level. Data were collected through the BALLI questionnaire among 146 participants and were subjected to quantitative analysis. Results indicated no significant changes in participants' beliefs as a result of the teacher training program. Peacock emphasized the need of teacher educators to eliminate detrimental beliefs pre-service teachers may have prior to their teaching experience. Nettle (1998) developed a Likert scale questionnaire to examine the influence of the teaching practicum in primary pre-service teachers' beliefs about teaching. Quantitative findings from data collected before and after three weeks of teaching practices revealed that participants' beliefs regarding the teaching of ESL remained mainly stable, which might have been due to the influence of prior beliefs they take to the practicum course. However, development of beliefs was also seen among some participants as they consolidated some of their prior beliefs or accommodated to the realities of teaching, which sometimes differed from the beliefs they held before teaching.

In sum, studies following traditional-cognitive approaches have explored teachers' beliefs through a cognitive psychological lens framed in general within positivist epistemological perspectives. They have mainly used quantitative research methods to describe the beliefs of large group of teachers or to establish cause and effect relationships, such as the influence of teacher education courses in pre-service teachers' beliefs. However, scholars following this line of research have mostly ignored the relationships between beliefs, contexts, and practices (Zheng, 2015).

2.1.1.2. "Transitional" Approaches to Teachers' Beliefs

The narrative shift in AL research gave rise to incorporating qualitative methods to the study of beliefs (Kalaja, 2003). It was observed among AL scholars that questionnaires were insufficient at the moment of studying the complexities involved in beliefs. Kalaja (2003) suggested that they should be investigated within a discursive approach using instruments that include stretches of talk and pieces of writing. In light of this, many researchers combined both quantitative and qualitative instruments for data collection (e.g., Busch, 2010; Polat, 2010) in order to explore beliefs from multiple perspectives and, in this way, have a deeper understanding of the phenomenon under investigation.

Through a mixed methods design, Busch (2010), for example, explored pre-service teachers' beliefs about language learning before and after an SLA course using Horwitz's Teacher's Beliefs About Language Learning Inventory (TBALLI) survey and written reflections based on participants' responses to the survey. The findings obtained from the quantitative data analysis showed significant change from pre- to post course in several areas, including length of time for language acquisition, the importance of teaching culture, the importance of grammar and vocabulary, the role of error correction, and the teaching of language learning strategies. Moreover, the qualitative analysis of the post course explanations showed that participants expressed that the change in their beliefs was due to the content covered in the SLA course and also on the experiential activities involving teaching. Busch emphasized the importance of using qualitative methods of data collection, apart from quantitative ones, in order to understand the possible reasons for belief change and the complexities involved.

In contrast to Busch's findings, little change was observed in pre-service teachers'

beliefs after a pedagogical treatment in Polat's study (2010). He explored the beliefs EFL pre-service teachers had about the effectiveness of instructional materials among 90 participants (using experimental and control group) in a Turkish university context. Data were collected through quantitative questionnaires, semi-structured interviews and retrospective reflection essays. Findings revealed that EFL preservice teachers' beliefs varied significantly about different aspects of instructional materials, which led to important implications for EFL teacher education programs. Polat claimed that SLTE programs need to offer courses about the type and use of EFL instructional materials. EFL teachers are currently gaining more power to select materials, and the findings of this study suggested that pre-service teachers seem to believe that some materials are more effective than others in enhancing learning. In addition, the findings showed that EFL teachers should become more competent both in designing their own materials and adapting authentic materials for their students in order to engage them in meaningful learning. The two studies reviewed above have highlighted the value of using qualitative data sources to explore beliefs in recognition of their fuzziness and complexity. Such significance, together with the social and narrative turn in the field of AL and SLTE led to investigating beliefs through contextual approaches.

2.1.3. Contextual Approaches to Teachers' Beliefs

The most recent approach to the study of beliefs, as mentioned previously, is the contextual approach, which characterizes beliefs as constructs that are situated and dynamic, shaped by experiences in different contexts and with interactions with others (Barcelos, 2003; Barcelos & Kalaja, 2011). As opposed to traditional-cognitive approaches, beliefs within contextual approaches have been studied through various theoretical frameworks, including a

discursive, social, or sociocognitive lens (Kalaja, 2003), and more recently, through ecological perspectives following complexity theory (Feryok, 2010; Zheng, 2015). Data have been collected through different types of qualitative sources, including written, oral, and visual modes and have been subjected to diverse types of analysis, such as content, thematic, grounded theory, and discursive analysis, among others. A common characteristic within this line of research is that studies do not seek for generalizations about beliefs in AL. Instead, they aim at exploring beliefs as they occur and develop in their specific contexts. Beliefs within contextual approaches have been defined as the following, and are defined from this perspective in the present study:

a form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and which result from an interactive process of interpretation and (re)signifying, and of being in the world and doing things with others. (as cited in Kalaja et al., 2015, p.10)

As mentioned above, these approaches give a prominent role to context for understanding the relationship between beliefs and actions. Beliefs are shaped and transformed in specific contexts, which impacts teachers' and students' actions. From a contextual perspective "Holding a belief would be an experience shared in time and space" (Kalaja et al. 2015, p.10). Beliefs are seen as context dependent, dynamic, and conflictive (Gabillon, 2005; Kalaja et al., 2015). The perspective on learning within this line of approach has been emic, that is, that of an insider. Such perspective implies that beliefs are described and interpreted by the researcher immersed in the context of the study (Kalaja et al., 2015). Some studies have been framed within the sociocultural approach, which assumes that teachers' beliefs and actions are shaped by prior experiences, the engagement in different activities, and their interaction with

others in the specific contexts in which teachers work (e.g. Johnson, 2009). Other important characteristics of beliefs seen from contextual approaches include: fluctuation, relationship to macro-and micro contexts and discourses, intrinsically related to affective factors, and influenced by reflection (Barcelos & Kalaja, 2011).

Researchers in favor of contextual approaches have explored teachers' beliefs through qualitative data sources, including learning journals, self-reports, interviews, metaphors, visual narratives, stimulated recall sessions, and classroom observations (e.g., Borg, 2011; Cabaroglu & Roberts, 2000; Da Silva, 2005; Farrell & Ives, 2015; Yuan & Lee, 2014). For example, Cabaroglu & Roberts (2000) explored the nature and process involved in belief development among 20 pre-service teachers at university level. Several aspects of the teaching of modern languages were addressed, including its place in the curriculum, the role of grammar, the nature of language, the best ways to teach, the characteristics of a good language teacher, and the nature of teaching. Results showed that all the participants except one transformed their beliefs, which went through different processes of transformation. The author emphasized the need for SLTE to offer pre-service teachers with opportunities for reflection and self-regulation of learning opportunities to help them understand their teaching practices and, therefore, develop as teachers.

Da Silva (2005) examined Brazilian pre-service teachers' beliefs about the teaching of the four skills in EFL to see how they were related to their teaching practices. Results from the analysis of the qualitative data gave evidence of two groups of beliefs. One was related to theoretical knowledge formed in the training course as a result of the theories learned, which was consistent with what they wrote in their lesson plans regarding the way in which the four skills should be taught. Another group was associated to experiential knowledge formed

throughout their lives, including the social context where pre-service teachers lived and worked, their apprenticeship of observation, and the memories of their lived experiences as learners and teachers of EFL. This knowledge influenced the way pre-service teachers developed, the way they perceived and interpreted the contents seen in the teacher education course as well as what they did in the classroom. The relationship between their beliefs and experiences and actions in the classroom context emerged as a result of the different instances of oral reflection, in which they were able to make meaning of their experiences. Da Silva (2005) emphasized the importance of SLTE programs to give pre-service teachers opportunities to engage in instances of ongoing development through experiential and reflective activities. She argued that such an approach will hopefully help pre-service teachers practice what they learn regarding theories, and theorize practice.

More recently, Farrell and Ives (2015) also compared beliefs and classroom practices by exploring a teacher's beliefs about teaching reading as a second language with his classroom practices in a university course. The analysis obtained from classroom observations, journals, and interviews indicated that in general his beliefs were reflected in his classroom actions. The authors focused on the importance of reflecting on beliefs and classroom practices as they exist in a symbiotic relationship.

Also in the United Kingdom, Borg (2011) explored the impact of an SLTE course on the beliefs of six English language teachers through a longitudinal qualitative case study. The analysis of semi-structured interviews, coursework and tutor feedback indicated that the course had an impact on the teachers' beliefs. For example, the course allowed teachers to be more aware of their beliefs and explicitly talk about them, to consolidate beliefs and to focus on teaching practices that aligned with their beliefs. However, Borg noticed that the course could

have contributed in a more productive way in the examination of their beliefs, for example by offering pre-service teachers specific reasons for exploring their beliefs, by acknowledging that some pre-service teachers may find reflection novel, and by offering systematic opportunities for reflection.

More recently, in response to the need to focus on the processes of belief development, Yuan and Lee (2014) framed their study within sociocultural theory to explore the process of belief change among three pre-service language teachers during the practicum. The findings indicated that participants' beliefs underwent different processes of transformation characterized by stages, including confirmation, realization, disagreement, elaboration, integration, and modification. Through confirmation, the pre-service teachers reaffirmed prior beliefs by perceiving these were in consonance with the new information acquired in the practicum. Realization occurred when pre-service teachers became more aware of or developed a new belief in the practicum. In addition, through elaboration, the pre-service teachers expanded the beliefs they already held by adding in new dimensions. Disagreement took place when the pre-service teachers rejected their previously held beliefs after acquiring the new knowledge or having experiences in the practicum. Moreover, integration occurred when pre-service teachers reorganized prior and newly acquired beliefs into a more comprehensive and interrelated system. Finally, the findings also showed that pre-service teachers' beliefs went through a process of modification through which the original beliefs were not necessarily rejected but were refined. The authors highlighted that focusing on the process of belief change instead of merely on the content of such changes can help shed light into the complexities that are involved.

Research findings related to the factors that shape teachers' beliefs, including prior

learning experiences (Lortie, 1975) and the educational contexts in which teachers work (Borg, 2003, 2006, 2011; Johnson, 2009; Pajares, 1992) gave rise to exploring these relationships jointly (Feryok, 2010; Zheng, 2015). Approaching the dynamic relationships between teachers' beliefs, previous experiences, and the specific contexts of teaching can be done by means of approaches that explore systems that are complex, dynamic, and contextualized, such as complexity theory within ecological perspectives. Such directions in AL are starting to gain attention but are still incipient.

Feryok (2010) followed complexity theory to re-analyze a case study of an EFL teacher's beliefs in Armenia. She highlights central concepts in complexity theory that are related to teacher's cognitions, such as heterogeneity, dynamics, non-linearity, openness, and adaptation. Feryok (2010) suggested complexity theory could be used with related frameworks, such as sociocultural theory that also give context a prominent role in shaping beliefs. Also based on complexity theory, Zheng (2015) focused on six case studies to explore EFL teachers' beliefs about EFL teaching and learning, and how the teachers' beliefs interact with their classroom practices. The study also aimed at exploring how the teachers' beliefs co-adapt with contexts, which play a role in the stability of teachers' belief systems. Results indicated that teachers' complex belief systems are composed of teachers' beliefs, classroom practices and contexts of teaching. Teachers' beliefs systems are formed by the co-existence of core and peripheral beliefs, professed beliefs and beliefs in practice and consistent and inconsistent beliefs. The interactions between these beliefs impact the relationship between teachers' beliefs and actions. Moreover, the contexts constrain and facilitate the implementation of beliefs into classroom practices. Both Feryok (2010) and Zheng's (2015) findings gave evidence of the complexity of the construct of teachers' beliefs and the primary role played by both micro and

macro contexts.

Other innovations in research designs following contextual approaches include the combination of visual and written modes in data collection sources due to the potential that different modes have in trying to interpret complex constructs such as beliefs. Borg, Birello, Civera, and Zanatta (2014) investigated a group of pre-service teachers' beliefs regarding the teaching of English in primary school through the use of visuals, written narratives, and interviews. Results indicated that pre-service teachers' did not make radical changes to their beliefs before and after the practicum. They seemed to have entered the practicum with a set of beliefs, established partly in the methodology course, which were not radically transformed by their classroom practices, but were rather confirmed and extended. The authors concluded that in order to explore the degree of the internalization of those beliefs, it would be necessary to analyze pre-service teachers' beliefs during and after their teaching practices in the real classroom context.

Authors following contextual approaches have employed various theoretical approaches and made use of different qualitative data sources to explore the complex nature and development of teachers' beliefs. Most of the studies reviewed in this section have addressed belief change and development among prospective teachers in teacher training programs. Others have also explored the relationship between teachers' beliefs and classroom practices, and the complex dynamic relationship between beliefs, context, and actions.

2.1.4. Summary

In summary, as shown in this overview, beliefs have been explored following two main lines of approaches (traditional- cognitive and contextual) and a "transitional" phase, which

have influenced the theoretical frameworks used (e.g., behaviorist, cognitive, socio-cognitive, discursive, sociocultural, ecological with complexity theory), the research methods employed (quantitative, mixed, and various types of qualitative designs) and the instruments for data collection (ranging from closed questionnaires, to written and oral narratives, to multimodal sources). Most of the studies reviewed have been conducted among pre-service teachers (Borg et al., 2014; Cabaroglu & Roberts, 2000; Da Silva, 2005; Nettle, 1998; Peacock, 2001; Pennington & Urmstrom, 1998; Polat, 2010; Yuan & Lee, 2014) and students in teacher training programs (Horwitz, 1985; Pennington & Urmstrom, 1998). Others have explored beliefs among in-service teachers (Borg, 2011; Farrell & Ives, 2015; Feryok, 2010; Zheng, 2015).

Regarding the areas associated to teachers' beliefs, the studies reviewed have been related to beliefs about specific teaching methodologies, language skills, or aspects involved in teaching, such as the teacher's role. Others have examined teachers' beliefs of more generic topics, such as the teaching of foreign languages in general. Whereas some studies have focused on the description of beliefs, others have explored teachers' beliefs in relation to their classroom practices, the complex relationship between beliefs and context, and the development of pre-service teachers' beliefs as a result of teacher education courses. Regarding the impact of SLTE courses on pre-service teachers' beliefs, results indicated mixed findings. Some studies reported stability or small changes in pre-service teachers' beliefs pre- and post SLTE courses (Borg, 2011; Borg et al. 2014; Peacock, 2001; Pennington & Urmstrom 1998; Polat, 2010), and others traced belief development (Busch, 2010; Cabaroglu & Roberts, 2000; Yuan & Lee, 2014; Zheng, 2015).

The variety of findings obtained in these studies indicate the need to advance the field of teacher cognition by exploring certain factors related to beliefs that might help understand the

complexities involved. Findings addressed the need for SLTE courses to offer pre-service teachers opportunities for systematic reflection on their beliefs about learning and teaching (e.g., Cabaroglu & Roberts, 2000). Reflecting on their past and present experiences would help them understand their teaching practices better, envision future experiences, and thereby act according to their desires. Moreover, findings revealed the importance of offering pre-service teachers with experiential learning opportunities in SLTE courses, instead of merely relying on theory (e.g., Da Silva, 2005). Such an approach would enable pre-service teachers integrate theory and practice and embody the act of teaching and learning to be better equipped by the time they start teaching. In addition, results gave evidence of the close relationship that exists between teachers' beliefs and the actions they take in the classroom. Therefore, when exploring teachers' beliefs, it becomes important to consider actions and teaching practices (e.g., Zheng, 2015). Regarding belief development, it has been shown that in some cases teacher education courses have not impacted pre-service teachers' beliefs in a radical manner. However, these teacher education courses seemed to have helped pre-service teachers confirm pre-existing beliefs, extend, or consolidate them (e.g., Borg, 2011; Yuan & Lee, 2014). This implies that the absence of profound changes does not necessarily mean that teachers' beliefs have not developed as a result of SLTE courses. In light of this, the exploration of teachers' beliefs should acknowledge the complexities underlying the presence or absence of change, and the factors that might play an important role in such process. Finally, when exploring teachers' beliefs, actions and development, it becomes paramount to consider teachers' background, their classroom context, their past and current experiences as learners, and the affective aspects involved in this process, as these might help explain the multiple factors that play a role in teachers' beliefs, actions, and development when learning to teach (e.g., Da Silva, 2005).

Every step taken has contributed to a deeper understanding of teachers' beliefs. However, in general, the studies reviewed above have explored beliefs as a discrete and isolated construct, thereby ignoring the interrelationship that exist between beliefs and certain affective factors, such as emotions, which might help understand the nature, function, and development of beliefs.

2.2. Teachers' Beliefs and Emotions: Advancing the Field of Second Language Teacher Education

According to Frijda, Manstead and Bem (2000), emotions can influence the content and strength of beliefs and their resistance to change. Recently, scholars following contextual approaches have advanced the field of teacher cognition by addressing the direct connections that exist between beliefs and emotions. Exploring these constructs in combination intends to shed light into not only the nature and function of teachers' beliefs, but also the source for belief development, the possible reasons for such changes, as well as the relationship between beliefs, emotions, teaching practices, and growth. In agreement with Vygotsky (1987), in order to understand teacher cognition fully, the close connection between beliefs and emotions should be acknowledged and addressed.

2.2.1 Teachers' Beliefs and Emotions in Applied Linguistics and Second Language Teacher Education

As Dewaele (2015) has recently claimed, SLA is not only a cognitive process, but also an affective one. The study of emotions in the field of SLA has taken different paths since its beginnings in the 60's and 70's to the present, influenced by epistemologies and different

discoveries in the field. Pioneering and seminal studies on emotions include those by Gardner and Lambert (1972) on affect, Krashen's (1985) Affective Filter Hypothesis, Horwitz (1985, 1987) and MacIntyre's (1999) studies on anxiety, Pavlenko's (2005) studies on emotions and multilingualism, Imai (2010) and Pavlenko's (2013) recent focus on the social turn on emotions, and in the last decade studies on emotions seen from positive psychology (e.g., MacIntyre & Gregersen 2012; Oxford & Cuéllar, 2014). Each of these studies has contributed to helping advance the field with respect to how emotions have been viewed, characterized, studied, and incorporated in the language classroom. In the present study, emotions are discussed specifically within the area of SLTE and as an interrelated construct with beliefs.

Given the complex interplay between beliefs and emotions, recent research in AL and SLTE, also framed within contextual approaches, suggests the need to study them in conjunction (Aragão, 2011; Barcelos, 2015b; Oxford, 2015a). Some researchers have suggested that the human brain is an emotional brain (Lewis, Haviland-Jones, & Barrett, 2008). Therefore, learning (and teaching) involves thought and emotion (Lewis, 2005). According to MacIntyre (2002), emotion "functions as an amplifier, providing the intensity, urgency, and energy to propel our behavior" in "everything we do" (p. 61). From a sociocultural perspective, cognition and emotion have been seen as inseparable constructs as "every idea contains some remnant of the individual's affective relationship to that aspect of reality which it represents" (Vygotsky, 1987, p.50). Vygotsky's notion of the unity of cognition and emotion has impacted greatly the field of AL and SLTE in the last decade (e.g., Imai, 2010; Golombek, & Doran, 2014; Johnson & Golombek, 2016; Johnson & Worden, 2014).

The close relationship that exists between emotions and beliefs can be explained in terms of three main characteristics. Firstly, emotions "enhance or decrease the strength with

which a belief is held” (Fridja & Mesquita, 2000, p. 45) making beliefs either more malleable or resistant to change. Emotions may even be more influential than knowledge over beliefs (Fridja, Manstead, & Bem, 2000). This might explain why sometimes the contents seen in teacher education programs do not seem to be enough to shape prospective teachers’ beliefs about teaching and learning (e.g., Kubanyiova, 2012; Rodrigues, 2015).

Secondly, it is known that emotions stimulate the elaboration of new beliefs (Barcelos, 2015b). According to Forgas (2000), the relationship between emotions and the formation and development of beliefs depends on the information processing strategies people use to respond to different situations. For example, whereas teachers with an optimistic attitude towards their profession tend to use positive information when forming their beliefs, those who are more pessimistic are more likely to form their beliefs with negative information (Rodrigues, 2015). However, Frijda and Mesquita (2000) have claimed that “strong desires in general tend to induce or influence beliefs” (p. 50). This might explain, for instance, why some teachers tend to persevere in spite of the contextual challenges they might face in their professions.

Finally, emotions and beliefs are directly related in the sense that emotions tend to stimulate belief change. Educational researchers have concluded that the discrepancy between what teachers envision and what actually occurs in reality can generate tensions that might result in growth and development as teachers look for pathways to reduce that discrepancy (e.g., Johnson & Worden, 2014). In order for cognitive/emotional dissonance to be seen as sources for teacher development, however, teacher educators’ mediating role is crucial as it might give rise to teachers’ reconceptualization of beliefs by helping them change or form new ones (Golombek & Doran, 2014; Johnson & Worden, 2014). Likewise, Barcelos (2015b) has concluded that beliefs and emotions are related in a dynamic, interactive, and reciprocal way: Beliefs influence

emotions, and emotions influence beliefs. Moreover, beliefs are part of emotions, as they give meanings to experiences.

Following Reeve (as cited in MacIntyre & Gregersen 2012, p.194) “Emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges we face during important life events”. As MacIntyre and Gregersen (2012) discussed, the four dimensions involved in Reeve’s conceptualization relate to the subjectivity and goal-directedness involved in emotions, as well as to their social and communicative function. In addition, in a similar way as beliefs seen from a contextual perspective, emotions in this study are understood as phenomena that are shaped by each person’s background and are (re) constructed through discursive practices, embodiment, and through interactions with others in specific contexts (Zembylas, 2002, 2003, 2004). Discursive practices are influenced by power relations, which determine what someone should say or should not say, and the emotions they should express or repress according to what is acceptable in each specific macro and micro context (Rodrigues, 2015).

Although incipient in the field of SLTE, the complex relationships between beliefs and emotions have started to gain attention in the hope to have a deeper understanding of the professional development of prospective teachers (Aragão, 2007; Barcelos, 2015a; Golombek, 2015; Golombek & Doran, 2014; Johnson & Worden, 2014; Kalaja, 2015; Kubanyiova, 2012). Learning to teach has been considered a type of practice that is full of emotional experiences, including instances of lesson planning, classroom practices, and feedback sessions with supervisors, among others (Johnson & Worden, 2014; Johnson & Golombek, 2016). In light of this, educational researchers have emphasized the crucial role of teacher educators in helping novice teachers externalize, understand, and manage their emotions as they can be informative

of what, how, and why pre-service teachers do what they do when learning to teach (Zembylas, 2005). In the recognition that emotions can be transformed and can therefore change (e.g., Mercer, 2016; Oxford, 2015b), focusing on emotions can help prospective teachers reduce negative emotions and enhance positive ones, leading to well-being, innovative thoughts and action, and consequently, a more successful journey as prospective teachers (Oxford, 2015b). Moreover, drawing on Vygotsky's (1987) idea about the dialectic unity between cognition and emotion, it has been shown that the emotional dissonance between what pre-service teachers envision and what actually occurs regarding teaching, can serve as a catalyst for potential growth and development (Golombek & Doran, 2014). Whereas some of the studies reported below explored emotions explicitly and some implicitly, all of them give evidence of the primary role that emotions play in explaining teacher cognition and professional development.

A groundbreaking study on teacher cognition and motivation was done by Kubanyiova (2012) among EFL teachers in Slovakia through grounded theory ethnography. Findings revealed that teacher development and change is a multifaceted, situated, and dynamic process, which can be explained in terms of possible selves' theory in SLA (Dörnyei, 2005). According to Kubanyiova (2012) teacher education courses are not always influential even when pre-service teachers might find ideas meaningful, if one of the following situations is likely to take place. First, the novel ideas do not represent the type of teacher they would like to become in the future, that is, they do not form part of their ideal self. Second, the new content does not create emotional dissonance, that is, recognition of a discrepancy between the teacher's actual and future selves (Dörnyei & Kubanyiova, 2014). Third, because pre-service teachers believe that content is part of what they already do, they do not feel the need to engage with new ideas or change their practices in any way. Finally, the new material "threatens" the teacher's sense of

identity. Teachers may be inspired or feel pressured to have a modified future image of themselves based on the material in the course, but they soon realize that this new image clashes with other desired future selves with which they feel more identified. They might find the new material meaningful and engaging, but too scary to incorporate it into their classroom practices.

Another study that showed little influence of teacher education courses on teachers' cognition was carried out by Barcelos (2015a), who studied the relationship between pre-service teachers' beliefs about the profession, their motivations to become teachers in the public school, and their identities, through a qualitative longitudinal study. Barcelos (2015a) confirmed that pre-service teachers often have idealistic expectations about their profession, and struggle when they face the real work context, which she referred to as "praxis shock". Emotions that predominated among participants at the beginning of the practicum were fear, hopelessness, demotivation, apathy, and insecurity, which resulted from realizing that in the public school context there was misbehavior, disrespect, and lack of interest to study the English language. Pre-service teachers believed that in the EFL classroom in this context there should be more focus on culture and meaningful contents that could help students value the language and make a difference in their lives. Pre-service teachers did not show important changes in their beliefs, motivations, and identities as a result of the practicum; however, they expressed different thoughts and emotions about their teaching profession when they were given chances to get involved in experiential activities in the real context of teaching because they were able to integrate theory and practice, which had been rare in previous courses in their program of study. In light of this, Barcelos (2015a) argued that teacher education programs often fail to help pre-service teachers build a strong identity for teaching, and develop hope and hardiness to confront the realities of the school context. She claimed teacher education programs should give pre-

service teachers ample opportunities to integrate theory and practice and reflect on this process by being engaged in the real teaching context.

Vision-based activities, including those that aim at developing the ideal self (Dörnyei, 2005) that is, who someone would like to become, have been demonstrated to be powerful tools to help pre-service teachers envision themselves as future teachers, act according to their imagined states, reflect on their beliefs about teaching and learning, and release emotions (Dörnyei & Kubanyiova, 2014; Helgesen, 2016; Oxford, 2015b). In recognition of this, Kalaja (2015) made use of vision-based activities to help prospective teachers reflect on their beliefs about teaching and learning after the practicum and increase their motivation to teach in the future. Participants were asked to envision teaching a foreign language class in the near future through visual narratives. Results indicated that pre-service teachers envisioned themselves teaching with modern technology, related the teaching of English with mastering oral skills, and associated English with a social process, which implies that students should learn with authentic material by interacting with others in an enjoyable learning atmosphere. In addition, pre-service teachers believed in student-centered classes with the teacher acting as a facilitator, and in the importance of teaching culture when teaching a foreign language. An important aspect to consider when engaging pre-service teachers in vision based activities is to help them distinguish between realistic and unrealistic goals, as this type of activity has the capacity to help prospective teachers act according to their desired future states (Dörnyei & Kubanyiova, 2014).

Drawing on sociocultural theory, Golombek and Doran (2014) studied the specific role that emotions play in facilitating or not facilitating change in language teachers, and claimed that emotion, cognition, and activity are dynamic and related constructs that impact the

professional development of language teachers. This study confirmed that emotional responses to teaching are considered to have indexical value. Through an exhaustive analysis of a novice language teacher's reflective journals, Golombek and Doran (2014) discovered that emotional content reflects discrepancy between what is ideal and real, contributing to potential development. The authors clarified that the use reflective journals to study the role of emotions in teacher development are not necessarily beneficial for all novice teachers, and that as Kubanyiova (2012) concluded, emotional dissonance does not necessarily evoke change. Golombek and Doran (2014) addressed the need for a reconceptualization of emotions in teacher education, seen as a social functional component of professional teacher development. In their words "By recognizing the professional self as both a thinking and feeling actor engaged in the goal-oriented activity of teaching, the field of language teacher education can more thoughtfully support the professional growth of novice teachers" (Golombek & Doran, 2014, p.110).

By the same token, Johnson and Worden (2014) focused on Vygotsky's understanding of the inseparability between cognition and emotions and explored how instances of cognitive and emotional dissonance that are often present in pre-service teachers' practices reflect growth in teacher development. They collected data from different experiential tasks in an ESL teacher education course, including lesson planning, practice teaching, stimulated recall sessions, and reflections, and argued that there are challenges in identifying cases of cognitive/emotional dissonance as signs of teacher development. Emotional expression is sometimes covert among pre-service teachers, and it is the teacher educator's job to offer multiple experiences for pre-service teachers to externalize their cognitive/emotional expression when learning to teach.

Also focusing on cognitive and emotional dissonance from a sociocultural perspective,

Golombek (2015) explored the self- reflection of a language teacher educator who examined her emotions and cognition about her mediating role in the reflective journals of a pre-service teacher during an ESL internship. Data included the participant's journals and interviews, and the teacher educator's written responses. Results addressed the importance of identifying not only pre-service teachers' emotions, but also the cause of the teacher educator's emotional dissonance and how it impacted her mediation in order to have a better understanding of the pre-service teacher's process of learning to teach.

In the Brazilian context Aragão (2007) explored pre-service teachers' emotions and their relationship with beliefs, knowledge, and actions in the EFL classroom. Findings revealed that the context where language learning and teaching take place, including its characteristics, and the interactions that occur in this environment play an important role in generating emotions that shape the learning and teaching experience. Aragão emphasized the importance for teacher education programs to offer opportunities for pre-service teachers to express and share their emotions, beliefs, and concerns about the learning and teaching of English in a supportive and caring environment, as this would help prospective teachers understand their process of learning to teach and transition this emotionally charged experience in the best way possible.

The studies reviewed above have addressed important aspects related to teacher cognition and development. Firstly, emotions are a crucial component of teacher cognition together with beliefs, and deserve to be given a space for systematic reflection in teacher education courses (Johnson & Worden, 2014; Zembylas, 2005). In addition, some of these studies have confirmed that teacher education courses do not always impact teachers' practices due to various aspects related to emotions, such as (a) insufficient opportunities for pre-service teachers to embody the act of teaching due to a heavy load on theory (Barcelos, 2015a); and (b)

a clash between pre-service teacher's ideal images of teaching and reality (Kubanyiova, 2012). Regarding this last aspect, this emotional dissonance has proved, in some cases, to evoke teacher growth (Golombek & Doran, 2014). However, in order to instill this in pre-service teachers, teacher educators should give pre-service teacher opportunities for reflection and serve as a mediator in order to foster emotions such as hope and hardiness, which are essential components for teacher development. Finally, the studies reviewed confirmed that emotions are dynamic, indicating that they can be transformed (Mercer, 2016). This characteristic gave rise to increasing interest in the importance of cultivating positive emotions in SLTE courses. In the recognition that emotions can be regulated and that teacher educators can positively impact pre-service teachers' experiences by helping them flourish, the following section will be devoted specifically to emotions as explained in positive psychology.

2.2.2. Emotions in Second Language Teacher Education: The Positive Psychology Perspective

In the last decade in the field of SLA, attention has been paid to emotions as seen from a positive psychology perspective (e.g., MacIntyre & Gregersen, 2012; MacIntyre and Mercer, 2014; Oxford & Cuéllar, 2014; Oxford, Meng, Zhou, Sung, & Jain, 2007). Positive psychology focuses on the study of strengths and virtues that lead to people and communities' well-being and flourishing (Csikszentmihalyi & Nakamura, 2011). Likewise, Seligman (2011), the pioneer of positive psychology, expressed that this branch of psychology intends to "increase flourishing by increasing positive emotion, engagement, positive relationships, meaning, and accomplishment, also known as PERMA" (p. 12). Recently, Oxford (2016) expanded Seligman's PERMA model by referring to the EMPATHICS vision, which involves important

psychological factors that help students achieve high well-being. A total of nine dimensions include: emotion and empathy; meaning and motivation; perseverance (resilience, hope, and optimism); agency and autonomy; time; hardiness and habits of mind; intelligences; character strengths; and self factors (self-efficacy, self-concept, self-esteem, and self-verification).

From its origin, positive psychology has aimed at addressing three main areas, including the function of emotions, positive individual characteristics, and the institutions that influence people's well-being (MacIntyre & Mercer, 2014). For positive psychology, emotions and thought are directly related, and beliefs can be transformed in order for emotions to change as well. There are several contributors to positive psychology, which MacIntyre and Mercer (2014) explain in their introduction to a special issue about positive psychology in SLA. These include humanistic teaching (Maslow, 1979), motivation theory (Gardner, 1985), the concept of an affective filter (Krashen, 1985), studies about the "good" language learner (Rubin, 1975), and the L2 self system model (Dörnyei, 2005). Positive psychology has begun to attract the attention of SLA researchers as it has been shown that emotions play a significant role in the way learners approach the learning of a foreign language, and that certain emotions can positively impact students' learning experience. In the same way, these discoveries have led to a focus on emotions in the field of second language teaching.

Given the nature of language teaching, looking at emotions from the perspective of positive psychology in SLTE seems crucial (Hiver, 2016; Oxford, 2016b). Cultivating positive emotions in SLTE courses can help increase optimism in pre-service teachers, foster resilience, hope and hardiness, and thus deal more efficiently with obstacles (Hiver, 2016). Moreover, positive emotions can lead to better reasoning and performance by promoting innovative thought and action (Oxford, 2015a). Certain emotions can also help establish a harmonious

learning atmosphere by fostering good relationships between teacher and student and among students, which is essential for learning to take place (Mercer, 2016). According to MacIntyre and Mercer (2014), teachers may find it useful to focus on their strengths in their teaching practices, by taking into account their individual traits and the educational settings where they work.

Mercer (2016) suggested that empathic skills can improve and change and teacher training courses in general do not focus on developing empathic skills, which would lead to finding meaning and purpose in what teachers do. In addition, empathy in education is essential as it would help teachers build the necessary social and emotional intelligence strategies to foster harmonious relationships in the classroom, have compassion towards their students, foster intercultural communication, and prevent bullying, among other aspects. Mercer (2016) considered the way in which teacher educators could cultivate empathy among pre-service teachers by providing a variety of ideas and specific activities to be incorporated in the classroom, based on reflection and experiential tasks so that pre-service teachers can experience empathy.

In an empirical study based on positive psychology, Hiver (2016) explored the role of hope and hardiness among a group of novice teachers' in the South Korean K-12 context. Results showed that hope can be construed as an outcome that emerges in response to the demands experienced by L2 teachers in a specific context. Hope can be learned, and thus fostered and developed in teacher education courses. The teachers' feelings of powerlessness resulted from lack of control over demanding and sometimes unexpected situations. However, at the same time, these were catalyst for increased intentionality (sense of meaning and purpose) and thus, development. These results align with studies by Barcelos (2015a) and Golombek and

Doran (2014), in which it was shown that self-efficacy beliefs play a mediating role in how goals and challenges are approached. But if novice teachers lack self-efficacy beliefs, they will find it hard to develop the necessary hope to develop and change. For some novice teachers, hope was constructed after developing hardiness mechanisms, characterized by commitment, control, and challenge.

Given the importance of fostering positive emotions in the foreign language classroom, authors have designed different activities that aim at cultivating different positive emotions that are likely to help learners and prospective teachers flourish (Barcelos & Coehlo, 2016; Helgesen, 2016; MacIntyre & Gregersen, 2012; Oxford, 2015b). These activities offer valuable opportunities to develop happier, healthier, and more successful students and teachers while at the same time provide them with opportunities to engage with the target language by working with authentic and meaningful input. Popular techniques include expressing gratitude, performing acts of kindness, savoring, practicing mindfulness, learning how to manage emotions, distinguishing between ideal and possible goals, taking care of one's health and body, among others. Numerous activities have recently been incorporated in some SLTE courses as well with the purpose of helping future teachers improve their teaching and at the same time promoting positive psychology. A focus on positive psychology in SLTE courses can help pre-service teachers be in harmony with themselves and others, increase optimism, and develop hope and resilience to have better experiences throughout their teaching practices.

Earlier as well as recent discoveries in positive psychology have contributed to identifying needs for further research by highlighting important aspects. Based on the social turn in the SLA field, it has been recognized that context influences emotions. Therefore, positive psychology research should take the context into account, by identifying and describing

the context where learning and teaching takes place (MacIntyre & Mercer, 2014; Oxford, 2016b). Furthermore, recent research has indicated that the relationship between positive and negative emotions is more complex than classifying them as extremes of the same continuum (MacIntyre & Mercer, 2014). Fredrickson's (2001, 2003) clarification of the difference between positive and negative emotion has led MacIntyre & Gregersen (2012) to conclude that it seems more appropriate to view positive and negative emotions along two dimensions: positive-broadening and negative-narrowing. They suggested that if "everyday emotion schemas include both positive and negative emotions simultaneously, it seems best to conceptualize emotion along two separate dimensions" (MacIntyre & Gregersen, 2012, p. 198). This view considers the possibility of experiencing ambivalence (MacIntyre, 2007), such as when a learner (or teacher) is both confident and anxious at the same time. In light of what was previously mentioned, scholars have concluded that what impacts a person's "flourishing" is not simply the presence of positive emotions, but the amount of positive with respect to negative ones (Fredrickson, 2013). In this vein, researchers need to recognize the multidimensional function of emotions by fostering the positive sides of language learning without ignoring the negative ones. Finally, positive psychology research should focus on individual cases instead of solely on large populations in order to deepen the understanding of what leads to a person's well-being, which MacIntyre (2014) has called the "individual turn".

As mentioned previously in this review of the literature, teachers' beliefs have been explored through traditional-cognitive approaches and contextual approaches. Research has moved from approaches influenced by behaviorist, positivist, and postpositivist epistemologies to interpretivist ones. In the recognition that SLTE courses tend to be emotionally charged experiences (e.g., Johnson & Golombek, 2016), beliefs within contextual approaches have

recently been explored in combination with emotions, in order to understand the development of prospective teachers. Moreover, teacher educators and researchers have begun to notice the importance of cultivating positive emotions (and helping students regulate negative ones) in SLTE courses to positively impact pre-service teachers' learning to teach experiences.

At present, however, there is a clear gap in studies in the field of SLTE focusing on pre-service teachers' beliefs and emotions about innovative teaching approaches that precisely recognize the cognitive and emotional aspects of learners as key components in the learning process, such as holistic teaching approaches. With some exceptions (e.g., Barcelos & Coehlo, 2016; MacIntyre & Gregersen, 2012; Oxford, 2015b, 2017) second language teacher educators tend to favor approaches to SLTE that focus on learning theories and on preparing prospective teachers in the mere mastering of teaching techniques. Therefore, the need to integrate beliefs and emotions in order to have a better understanding of teacher development call not only for new research directions but also for a re-examination of the teaching approaches used in SLTE. In this vein, approaches framed within holistic perspectives that center on pre-service teachers' beliefs and emotions through reflective and experiential activities become paramount in order to influence pre-service teachers' experiences of learning to teach and facilitate teacher development. In particular, given that pre-service teachers will be passing on their beliefs, emotions, and attitudes to their future students, it becomes important for SLTE courses to embrace holistic approaches that aim at forming reflective, ethical, and critical teachers, capable of fostering harmony, well-being, and understanding in their students (Miller, 2013; Oxford, 2013a). An example of such an innovation is draws on the language of peace approach proposed by Oxford (2013a), which intends to facilitate the cultivation of peace within and among people, and between oneself and the rest of the world, which seem imperative needs in today's world.

2.3. Holistic Teaching Approaches in the Practicum: Influencing Pre-service Teachers' Experiences

Based on the value of incorporating holistic teaching approaches in SLTE courses to facilitate teacher development and form ethical, reflective, and harmonious teachers, this section explains the numerous ways in which holistic teaching approaches might positively impact pre-service teachers' experiences. In addition, this section also makes reference to the specific holistic perspective that informs the innovative practicum intervention used in this study, Oxford's (2013a) language of peace approach, by describing its principles and model of multidimensional peace. Finally, this section addresses some benefits and challenges of incorporating peace language activities in second language teacher education.

In SLTE, it is important to note that prospective teachers' beliefs, values, and ways of behaving and feeling, will impact future generations of students. Therefore, it becomes necessary to both explore their own beliefs and emotions in the practicum, and to offer pre-service teachers models and approaches of teaching that integrate these aspects of the person. Whereas in higher education there has been a great focus on the development of the cognitive aspect of students, emotional aspects of the human being have often been neglected (e.g., Lin, 2013; London, 2013). In light of this, in agreement with Oxford (2013a) SLTE programs should focus on holistic teaching approaches that aim at teaching the whole person, integrating the mind, body, and spirit to help future teachers cultivate and communicate harmony within and among themselves, and between themselves and society, other cultures, and the environment. There are numerous ways in which holistic teaching has the potential to positively impact pre-service teachers' experiences, which can be explained in terms of the principles underlying such

approaches.

Firstly, holistic approaches give thoughts, feelings, and emotions a paramount role in human development, as opposed to approaches that focus mainly on reason and cognition (Cohen, 2009; Lin, 2013). Holistic approaches are characterized by the importance for learning to be relevant, involving the whole self through experiential learning. “Learning which is self-initiated and which involves feelings as well as cognition is most likely to be lasting and pervasive” (Williams & Burden, 1997, p. 35). This implies pre-service teachers would learn to teach through experiential activities (Olivero, 2015), which would at the same time help them become aware of the value of incorporating similar types of activities in their own classrooms. Moreover, holistic approaches aim at creating a sense of belonging, which can have a positive impact in students’ identity, motivations toward the learning process, and self-esteem (Rubio, 2014). This is essential in pre-service teachers’ lives since it would encourage them to try new ideas, be creative, and behave in ways that support their future states and goals (Dörnyei & Kubanyiova, 2014; Kalaja, 2015). Consequently, by having these experiences, it is likely they will cater for these aspects in their own classroom practices.

In addition, holistic teaching approaches would positively influence pre-service teachers’ experiences because this approach involves developing the cognitive and emotional aspects of the learner by promoting inner work and reflection (Cohen, 2009; Culham, 2013; Lin, Kirby, Edwards, and Culham, in progress). Current findings from neuroscience and positive psychology indicated that emotions are essential for growth, influence and are influenced by thought, and can be regulated (MacIntyre & Gregersen, 2012; MacIntyre & Mercer, 2014; Oxford, 2015a; Seligman, 2011). One way of promoting inner work is through contemplative practices. For example, through techniques like visualization and meditation, learners can

reflect on their inner thoughts and emotions and combine inner work with outer learning (Lin, 2013). Similarly, Cohen (2009) claimed that inner work develops by observing experience while being engaged, reflecting through memory after the initial experience is past, imagining possibilities, staying focused on inner experience, and employing a variety of methods, including meditation, visualization, and journaling, among others. Furthermore, neuroscientists mention a variety of benefits of contemplative practices, such as better brain functioning, creativity and learning, and physical health. It has also proven to decrease negative attitudes, and transform negative emotions into motivational energy (MacIntyre & Gregersen, 2012).

Engaging in inner work and reflection has important implications for pre-service teachers' experiences both as students and prospective teachers. On the one hand, by reflecting and working with their inner selves, pre-service teachers would be given an opportunity to become more aware of their process of learning to teach and in this way develop their professional identity. At the same time, reflection and inner work would enable them to lower their anxiety, overcome possible negative thoughts and emotions, and enhance their brain functioning to be able to have a more successful experience during the practicum. Offering pre-service teachers ways to regulate their own emotions becomes paramount in the foreign language practicum. This course tends to be loaded with emotionally charged situations that in part result from the challenges pre-service teachers encounter, related to the multifaceted nature of teaching and to the tensions of being both students and novice teachers (Golombek & Johnson, 2016; Kubanyiova, 2012). Additionally, the fact that some pre-service teachers are non-native speaking teachers adds further complexities to the way they embody this experience, influencing their professional identities (Kamhi-Stein, 2013). For example, these pre-service teachers might suffer from low self-esteem for not having native-like pronunciation or high

level of language proficiency.

Another important reason for incorporating holistic approaches among pre-service teachers is that, as Culham (2013) claims, ethical decisions are closely associated to the body, emotions, and the unconscious. Studies have confirmed that effective processing of emotions leads to better decisions (Bechara, Damasio, & Bar-on, 2007). Thus, teacher educators should embrace holistic teaching practices that emphasize the importance of approaches that integrate the body, emotions, and unconscious as they enhance ethical behavior. Reflection and embodied practices would help pre-service teachers develop moral and social intelligence (Wei & Wei, 2013) and prepare future generations to be harmonious, ethical, and critical citizens.

In summary, the incorporation of holistic teaching approaches in the practicum can have a positive impact on the experience of pre-service teachers, including for example, opportunities for meaningful learning, the opportunity to embody the act of teaching and be reflective of their process of learning to teach, and the possibility of becoming ethical and critical teachers. And most importantly, given that pre-service teachers are both students and prospective teachers, it should be emphasized that each implication has a dual function. While the aspects mentioned above have the potential to impact pre-service teachers' experiences during the practicum course, they would also allow them to incorporate what they learn in their future EFL classrooms, with the purpose of educating for a more harmonious, ethical, and caring world. As it is known, harmony is created through communication, which is the most important means and goal of L2 teachers and teacher educators (Oxford, 2017). In this respect, Oxford (2013a) proposes embracing the approach of the language of peace, which will be explained in detail below.

2.3.1. Holistic Teaching Practicum Approaches Related to Peace

Framed within holistic teaching approaches and positive psychology, Oxford (2013a) proposes an innovation to be incorporated in SLTE courses (and the foreign language classroom) that aims at teaching the whole self, including emotional, cognitive, physical, and spiritual aspects of the person, through the teaching of the language of peace. Following Dr. Martin Luther King, Oxford (2013a) argues peace can be achieved by working productively with conflict, stressing that peace is both a means and a goal. Most importantly, she agrees with King emphasizing that peace is not a distant and ideal goal that people seek, but a means by which a person arrives at that goal. Oxford (2013a) defines the language of peace as “any form of communication- verbal or nonverbal- that describes, reflects, expresses, or actively expands peace” (p.3), to create harmony within the person, among people, and between people and the environment. Peace should not be viewed primarily as *negative peace*, i.e., the absence or cessation of violence (Galtung, 1996). Peace is more fruitfully described as *positive peace*, involving the presence of positive relationships, intergroup harmony, supportive social systems, human rights, and constructive conflict resolution (Galtung, 1996; Groff, 2008; Oxford, 2013a, 2014; Walid Lofty & Toffolo, in progress; Wenden & Schäffner, 1995). Some sages have emphasized that peace begins inside each person. For example, the Dalai Lama’s 2000 message to the United Nations was: “Inner peace is the true foundation of world peace” (quoted by Zalben, 2006, p. 30). Miall (2000, p. 6) highlighted Lao-Tzu’s *Tao Te Ching (Book of Changes)*, which designates peace in the heart as the basis for global peace. As it is typical of any approach, there are essential principles that help explain the beliefs and assumptions undergirding the language of peace. Such principles will be detailed below followed by the multidimensional peace model that draws from one of the principles.

2.3.1.1. **Principles of the language of peace.** Oxford (2013a) makes reference to six main principles underlying the language of peace approach. Such assumptions are associated to the nature and characteristics of peace, as well as the possibility to incorporate it in one's daily life and in the foreign language classroom.

Firstly, Oxford (2013a) claims peace is a viable option. She argues that in order to achieve the wholeness of peace, it is each person's responsibility, including teachers', to actively deal with clashing perspectives in a harmonious way. A second principle refers to the need to opt for peace instead of violence. Oxford (2013a) claims that the entire planet -including the relationship among people, and the relationship between people and nature- depends on choosing peace instead of violence. In the third place, she emphasizes that language has both verbal and nonverbal forms of communication. Although language is usually associated to verbal language, nonverbal language such as the tone of voice, body posture, gestures, as well as art, dance, and music can also communicate peace or violence. This poses a great responsibility for language teachers, who should try to foster the language of peace, both through verbal and nonverbal forms, in their classrooms and try to impede the language reflecting violence. A fourth and crucial principle underlying the language of peace is that it addresses multiple dimensions. Different dimensions of peace can be cultivated through the language of peace, including the inner, interpersonal, intergroup, intercultural, international, and/or ecological dimension. It is important to note that whereas these dimensions are intertwined, the cultivation of peace in one dimension does not necessarily imply it will be automatically expanded into the other dimensions, indicating that the teaching and learning the language of peace is not always simple, which is another principle underlying this approach. Finally, Oxford (2013a) argues that speakers of the language of peace are ordinary people. This

implies peace should be fostered in humans' everyday lives by each person, in their homes, in the street, and in each teacher's classroom.

Interestingly, foreign language classrooms offer an excellent opportunity to cultivate multidimensional peace, as "Peace is created through communication, and communication is the *métier* of L2 teacher educators and L2 teachers" (Oxford, 2017). Based on the six principles, Oxford (2013a)'s innovation involves incorporating the language of peace through specific activities in SLTE courses and foreign language classrooms, designed to reflect peace in multiple dimensions.

2.3.1.2. **Multidimensional peace model.** Oxford (2013a) states that peace is multidimensional and includes six dimensions: inner peace, interpersonal peace, intergroup peace, intercultural peace, international peace, and ecological peace (see Table 1 for their definitions). As it is shown in Figure 1, the six dimensions are interrelated, as for example, it is unlikely to experience rich inner peace without the presence of peace in some of the other dimensions. Similarly, when inner peace is disturbed and negative emotions emerge; all other dimensions of peace are at risk (Oxford, 2017). As Oxford (2013a) suggests, peace can and should be taught, and both SLTE courses and foreign language courses offer optimal opportunities for incorporating explicit peace language activities to enhance multidimensional peace. As it will be explained below, each dimension is framed within holistic teaching principles in evident ways.

Inner peace relates to peace attained within the person, and to the transformation and cultivation of the self achieved by reflecting through different techniques, such as journaling, visualizing, or through contemplative practices like yoga or meditation, what Foucault (2005) called "technologies of the self". Lin (2013) claims that the cultivation of the self is paramount

to social transformation. Fostering inner peace in the classroom involves reflecting on the self, which is an important component of holistic approaches to education. As mentioned previously when explaining the benefits of adopting holistic teaching approaches, inner peace activities help reduce negative emotions and increase optimism and hope. This is especially significant in SLTE courses since these contexts tend to be emotionally charged, partly due to the multiple challenges pre-service teachers have to face without yet having expertise in teaching (Johnson & Golombek, 2016). Many activities to enhance inner peace in the classroom draw from positive psychology, and include, for example, activities to release emotions through creative writing, activities to fight anxiety through visualization, activities to enhance relaxation through meditation and mindful breathing, and activities to increase optimism through writing and reflection (e.g., Helgesen, 2016; Oxford, 2013a, 2015b, 2017).

The second dimension proposed refers to interpersonal peace. Interpersonal peace involves caring about interpersonal relations, such as friends, family, and acquaintances. Oxford (2013a) states that in these types of relationships the language of peace is expressed in words and acts of compassion and kindness. Caring relationships based on dialogue, trust, and respect are vital components to promote and maintain interpersonal peace among human beings. Catering for this in the classroom through language activities is a valuable way of building interpersonal peace. In Mercer's (2016) words "it is through language that we are able to share our thoughts, feelings, hopes, and desires with others (p.99)". Some activities include reflecting on interpersonal relationships through poetry and journaling, working with visuals representing interpersonal relationships and reflecting on the importance of such bonds, and activities aimed at increasing happiness habits, such as performing acts of kindness, spending social time, and sharing gratitude, among others (e.g., Barcelos & Coehlo, 2016; Oxford, 2013a, 2017; Mercer,

2016).

Oxford's (2013a) intergroup peace dimension implies achieving and maintaining peace between groups of people based on gender, ethnic group, religious group, race, socioeconomic class, among other aspects. The language of peace promotes cultural beliefs associated with cooperation and understanding that can enhance social justice among groups and reduce violence. Likewise, intercultural peace refers to attaining harmony among cultural groups. It is essential in the foreign language classroom to promote peace through activities that aim at developing a culturally responsive student. International peace refers to attaining peace among nations and people from around the world. These three dimensions of peace are closely related. For example, sometimes intergroup violence, such as violence against a specific religious group, expands to intercultural and international violence (Oxford, 2017). Therefore, these dimensions can be fostered through similar activities in the classroom, which include reflective activities that aim at fostering understanding by dissipating stereotypes, and reflective activities on how to be non-judgmental and tolerant to differences. Other examples of activities to foster intergroup, intercultural, and international peace in the SLTE courses and the EFL classroom include activities to fight against "anti-foreigner" discourse, and those to enhance cultural and cognitive empathy (e.g., Mercer, 2016; Oxford, 2013a).

The last dimension in Oxford's (2013a) model for cultivating multidimensional peace via language teaching is related to ecological peace. This dimension refers to caring for the environment and its entire species (Lin & Oxford, 2011). Oxford (2013a) addressed the need to reconnect with nature since all human beings are interdependent with the other systems in nature. The language of peace directly addresses the need to nurture human's health and environment because human rights are also linked to the environment. Ecological peace can be

promoted in the classroom through a plethora of activities that aim at helping students connect with and care for nature, both through verbal and non-verbal forms of language. Examples include reflecting on nature through metaphors, projects and activities involving recycling, creative writing activities about nature, as well as activities to practice mindfulness with the purpose of valuing and enjoying the existence of nature (e.g., Oxford, 2013a, 2017; Wang, 2013).

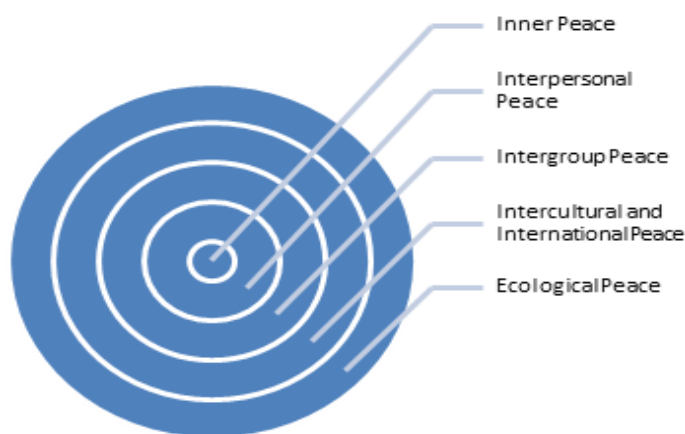


Figure 1. Multidimensional Peace ²

Table 1. Names and Brief Definitions of the Dimensions of Peace ³

Name	Definition
Inner peace	Peace within the person
Interpersonal peace	Peace with people whom one knows, such as family, social, group, acquaintances
Intergroup peace	Peace among larger groups, such as collectivities based on race, religion, age, gender, class, (dis) ability status, and so on

² Figure 1. Multidimensional Peace. Reprinted from “Discovering the language of peace: Six principles” by R.L. Oxford, 2013, *The Language of Peace: Communicating to create harmony*, pg.13 ©2013 Information Age Publishing. Reprinted with permission.

³ Table1. Names and Brief Definitions of Dimensions of Peace. Reprinted from “Discovering the language of peace: Six principles” by R.L. Oxford, 2013, *The Language of Peace: Communicating to create harmony*, pg.13 ©2013 Information Age Publishing. Reprinted with permission.

Table 1. (Continued)

Name	Definition
Intercultural peace	Peace among people of very different cultures, which can be small or large
International peace	Peace among nation-states, i.e., geographic-political entities that each claim an independent, sovereign government
Ecological peace	Peace between humans and the environment

2.3.1.3. Peace language activities in second language teacher education: Benefits and challenges. Oxford (2017) makes reference to two modes of teaching peace in SLTE courses and EFL classrooms: the *Impossible Dream Mode*, and the *Full Consciousness Mode*. The former, which is often used and tends to be unsuccessful, consists of teaching peace indirectly in the classroom in the hope that students will eventually cultivate peace in their own contexts and personal lives. According to Oxford (2017) this mode of teaching stems from the idea that the mere teaching of language for communication in the SLTE course or EFL classroom will automatically result in the development of harmony, well-being, and understanding from the part of the students, which in reality does not necessarily occur. In contrast, Oxford (2017) recommends teaching the language of peace through activities that draw from the *Full Consciousness Mode*, which implies enhancing peace consciousness in an explicit way, through experiential tasks. Such peace language activities have a variety of other potential benefits for pre-service teachers in EFL programs, apart from the ones mentioned earlier in this chapter when referring to holistic teaching approaches, which will be explained below.

Firstly, it should be noted that peace language activities implemented within the *Full Consciousness Mode* would allow pre-service teachers to become aware of the meaning and importance of the language of peace by experimenting with concrete situations, thereby helping

them integrate theory and practice. In other words, future teachers would be given opportunities to embody the language of multidimensional peace, which would facilitate the incorporation of such activities in their own EFL language classrooms, instead of just learning about peace indirectly. Peace activities in the practicum would prepare participants to become peacebuilders and peace teachers when they become in-service teachers (Oxford, 2017).

In addition, many peace language activities draw from positive psychology and intend to help prospective teachers enhance harmony with themselves and others, increase optimism, and deal more effectively with obstacles to develop resilience. This would allow them to have a more pleasant journey during their practicum, which tends to be loaded with emotional experiences (Golombek & Doran, 2014; Johnson & Golombek, 2016). Peace language activities would also allow pre-service teachers develop moral and social intelligence to become ethical and caring teachers and citizens (Oxford, 2015b), and transmit these values to their own students.

Finally, the implementation of peace language activities in the target language would offer authentic and meaningful L2 practice. Such activities involve rich and relevant input, which would lead pre-service teachers and their students to cultivate peace while developing communicative L2 competence, including the four language skills, as well as grammar, vocabulary, and pragmatics (Oxford, 2017).

Even if there are numerous benefits of incorporating holistic approaches, such as the language of peace in SLTE courses, the challenges must also be considered. Among the different variables that might negatively impact the incorporation of such innovation, there are two main issues, including the institutional settings where the activities would be implemented, as well as pre-service teachers' beliefs about the language of peace approach and the

corresponding activities.

It should be noted that educational institutions in general are “unholistic” settings (London, 2013). Therefore, adopting holistic teaching approaches among pre-service teachers in contexts that are generally characterized as traditional educational systems might pose challenges for both teacher educators and pre-service teachers. Working with a new approach implies that teachers and students need to learn new principles of teaching and learning and teaching techniques. Embracing holistic teaching approaches in contexts where they are unusual would also imply new teacher and learner roles, which some pre-service teachers might not be ready to adopt when practicing in the school classrooms. Moreover, the schools in which pre-service teachers have their classroom practices might also be traditional educational systems and, therefore, opposed to such techniques framed within holistic approaches. Unfortunately, in some cases, teachers, and especially pre-service teachers, are not allowed to be autonomous enough to design their syllabi and decide on the contents to be taught and teaching approaches to be followed. This might prevent them from doing what they truly believe in when teaching their EFL classrooms.

It should also be emphasized that some pre-service teachers’ beliefs about teaching and learning might not be in consonance with the principles underlying holistic teaching. For example, pre-service teachers might think that teaching should aim at developing the cognitive sides of learners only, and thus, might not see the value of including activities that involve other aspects of the self, such as emotions. In addition, as it has been emphasized in this chapter, pre-service teachers’ beliefs regarding teaching and learning might influence their emotions, motivations, and identity in the practicum course, as well as the actions they take in their own classroom practices (Barcelos, 2015a; Kalaja, 2015). This is one of the multiple reasons why it

becomes particularly important to explore and pre-service teachers' disclose their own beliefs and emotions when implementing a teaching innovation, as in the case of the current study.

In sum, even though the implementation of peace language activities in the practicum course might be challenging, the benefits of such innovation are numerous. And importantly, as holistic teaching approaches consider reflection and the exploration of the self to be essential contributors of transformation, the language of peace approach becomes a suitable option in order to have a deeper understanding of pre-service teachers' development.

2.3.2. Holistic Teaching Approaches in the Practicum: Towards a Deeper Understanding of Teacher Development

In the last decades, the field of teacher education began to consider teachers as “reflective individuals, able to construct knowledge through interpretative and reflective process about their own teaching [education] experiences” (Miller, 2013, p. 108). The social and contextual turn in SLTE and the need to find new ways of understanding teacher development gave rise to the need for teacher educators to try to “form a reflective, critical and ethical teacher, and investigate his/her teacher education” (Miller, 2013, p. 103), by creating spaces for reflective practice instead of only associating teacher development with the mere mastering of theories and techniques. Likewise, Farrell (2011) claims that teacher development entails reflection, and reflecting implies open-mindedness, responsibility, and wholeheartedness. Reflection includes retrospective and introspective thinking, as well as envisioning the future. It is in this process of teacher formation based on ongoing reflection that factors such as beliefs and emotions become crucial. Based on this idea, incorporating teaching innovations, such as the language of peace approach, might lead to a deeper understanding of the development of

pre-service teachers' throughout their practicum experience. Both the principles underlying holistic teaching approaches, and the nature and function of pre-service teachers' beliefs and emotions help explain why it seems optimal to explore pre-service teachers' development in this way.

Firstly, it should be noted that holistic teaching approaches consider cognition and emotions important components that need to be integrated and enhanced in the classroom. At the same time, as it was explained in this chapter, beliefs and emotions are related in complex and even inseparable ways and have a direct relationship with action (Aragão, 2011; Barcelos, 2015b; Golombek & Doran, 2014). Therefore, the inclusion of teaching approaches in the practicum that aim at developing the cognitive and emotional aspect of the person in a holistic way would consequently allow for a better understanding of the development of pre-service teachers, including the interrelated factors that contribute to such transformation.

Secondly, as it was explained earlier in this section, one of the principles of holistic teaching is helping students (or pre-service teachers) develop by focusing on inner work and reflection through different techniques, such as journaling, visualization, and verbalization. These in fact are typical data collection sources that are utilized in SLTE research when exploring the nature of pre-service teachers' beliefs and the sources of their development (e.g., Borg, 2006; Dörnyei & Kubanyiova, 2014; Kalaja, 2003). As it has been noted among SLTE scholars, by reflecting on the self and on their process of learning to teach, pre-service teachers are given chances to reconceptualize their beliefs and understand their emotions to act in directions that they imagine and desire, and shape their professional identities (Barcelos, 2015a; Dörnyei & Kubanyiova, 2014; Graves, 2009; Kalaja, 2015). In addition, as research has documented, the emotions that emerge as a result of the incongruity between what pre-service

teachers imagine regarding teaching and reality can lead to potential growth and development (Golombek & Doran, 2014). Beliefs and emotions can be appropriated, shaped, and enhanced through inner work and reflection, including contemplation, which are essential techniques in practices that are framed within holistic teaching approaches.

Moreover, it should be noted that approaching SLTE through holistic teaching would address the gap that has been present in numerous studies but which has not been filled yet among SLA scholars. Language teacher cognition research has to move in directions that will allow for an understanding of how prospective teachers should be prepared to make a positive difference in their students' language learning experience in diverse settings (Kubanyiova & Feryok, 2015). In their own words,

Language teacher cognition researchers, regardless of their epistemological orientations and conceptual homes, must engage with questions of what knowledge can be of value to whom and how such an ethical vision for the discipline can be achieved.

(Kubanyiova & Feryok, 2015, p. 442)

Through the implementation of activities that are framed within holistic teaching approaches, such as peace language activities, it would be possible to explore prospective teachers' beliefs and emotions and their source of development to try to understand how they can positively impact the life of their students and cater for social transformation. Whereas it might happen that some teacher educators incorporate the teaching of human values in their SLTE courses, such as tolerance, empathy, well-being, respect, and do it mainly through the teaching of culture, this is taught mostly following the *Impossible Dream Mode* (Oxford, 2017). That is, topics are covered mostly in implicit ways in the hope that pre-service teachers will incorporate these notions in their knowledge base of teaching once they become in-service

teachers. Unfortunately, there is substantial research that has demonstrated that novice teachers find it extremely hard to put theory into practice if they are not given chances to experience learning and teaching through concrete activities and are not aware of this process (Legutke & Schocker-v. Ditzfurth, 2009). In light of this, as it was already explained, Oxford's (2017) suggests teaching the language of peace following the *Full Consciousness Mode*, as this would imply teaching harmony and human values through concrete peace language activities so that pre-service teachers not only become more harmonious, but also cultivate harmony in their own language classrooms.

In summary, implementing holistic teaching in the practicum seems a plausible approach because it is based on reflective practice and considers cognition and emotions to be vital and related components of the learning (and teaching) processes. Therefore, such an implementation seems compatible with the research purpose of the present study, which involves gaining a profound understanding of pre-service teachers' emotions and belief development. Most crucial, this would address the need to have an ethical vision of language teacher cognition as suggested by Kubanyiova and Feryok (2015): The research agenda needs to consider whether what can be learned is meaningful and for whose benefit. Exploring pre-service teachers' beliefs and emotions about holistic teaching approaches and in their own contexts of practice implies moving in the directions suggested by scholars. Such pathways involve embracing the social shift in AL (Block, 2003), adopting a bottom-up approach to exploring the teachers' complex inner lives in their own specific micro and macro contexts, and having an ethical vision of language teacher cognition (Kubanyiova & Feryok, 2015).

2.4. Chapter Conclusion

This section provided an overview on teachers' beliefs literature in AL following two distinct lines of research, traditional-cognitive approaches and contextual approaches, by paying closer attention to studies done on SLTE. It explained and discussed the ways teachers' beliefs have been defined and characterized, the theoretical perspectives underlying both approaches, as well as the main topics investigated within this area. Moreover, the overview made reference to the contexts and populations studied, research designs used, the main instruments employed, types of data analysis performed, and the major findings obtained and current gaps identified regarding teachers' beliefs in the field of SLTE. This led to addressing the need to explore beliefs together with emotions in order to try to have a deeper understanding of teacher development, with a focus on the importance of cultivating positive emotions in SLTE courses, as seen from the perspective of positive psychology. This chapter then made reference to the need to revisit not only the research directions but also the approaches used in SLTE courses (specifically the practicum) in order to foster and understand teacher development. This was done by referring to holistic approaches, as they precisely focus on beliefs and emotions through experiential learning, and reflection and contemplation, and it was explained why such approaches have the potential to positively impact the experience of pre-service teachers. This was followed by a description and discussion of a specific holistic teaching approach, Oxford's (2013a) language of peace, including the principles and the model of multidimensional peace and examples of specific activities that can be used in SLTE courses and the foreign language classroom. Next, the chapter provided an explanation of the potential benefits and challenges of incorporating peace language activities in SLTE courses. Finally, the section addressed the

ways in which approaching SLTE in the way suggested can lead to a deeper understanding of the development of beliefs and emotions among pre-service teachers. Both the theoretical framework and the review of the literature included in this chapter serve as the foundation for the methodology used in this study, which is explained in detail in the next chapter.

CHAPTER THREE:

METHODOLOGY

3.1. Rationale for the Study

The previous chapter explained that whereas in the history of higher education, including SLTE, there has been a great focus on the development of the cognitive aspect of students, emotional aspects have often been neglected (e.g., Bai, Cohen, & Scott, 2013; Johnson & Golombek, 2016; London, 2013). This is particularly surprising in SLTE given that learning to teach has been considered a type of practice loaded with emotional experiences, including instances of lesson planning, classroom practices, and feedback sessions with supervisors, among others (Johnson & Golombek, 2016; Johnson & Worden, 2014). Moreover, research has documented the close relationship that exists between beliefs and emotions and the importance of these constructs in trying to understand teachers' actions and development (Barcelos, 2015a; Golombek & Doran, 2014). In light of this, educational researchers have begun to emphasize the crucial role of teacher educators in helping novice teachers externalize and understand their beliefs and emotions as they can be informative of what, how, and why pre-service teachers do what they do when learning to teach (Zembylas, 2005).

In addition, it is important to note that prospective teachers will be passing on their beliefs, attitudes, values, and ways of behaving and feeling to future generations. Therefore, it becomes necessary to explore pre-service teachers' own beliefs and emotions in SLTE courses, such as the practicum, and at the same time to focus on teacher education approaches that will

lead to pre-service teachers' development and that intend to form ethical and reflective teachers (Miller, 2013) capable of positively impacting their future students. In this vein, SLTE courses should consider holistic approaches as they precisely focus on the whole self, including cognitive and emotional aspects, through meaningful and reflective models of teaching. For example, SLTE courses should help pre-service teachers cultivate and communicate harmony within and among themselves, and between themselves and society, other cultures, and the environment. Such models of teaching should incorporate techniques that allow prospective teachers to embody what is being learnt. In other words, pre-service teachers should be given opportunities to reflect on their feelings, thoughts, and perceptions of what they are learning while they are learning to teach. These experiential tasks would offer prospective teachers opportunities not only to be reflective of their own beliefs and emotions as practicum students, but also to cater for these aspects in their own language classrooms with the purpose of educating for a more harmonious, just, and caring world (Oxford, 2013a).

In light of this, framed within holistic teaching, Oxford (2013a) proposed an innovation that aims at teaching the whole self through the teaching of the language of peace in SLTE courses. The language of peace is defined as “any form of communication- verbal or nonverbal- that describes, reflects, expresses, or actively expands peace” (p.3), to create harmony within ourselves, among people, and between people and the environment. The following principles undergird this approach, which were explained in detail in Chapter 2: (1) Peace is a viable option, (2) We must choose peace instead of violence, (3) Language has both verbal and nonverbal forms of communication, (4) The language of peace addresses multiple dimensions, (5) The language of peace is not always simple, and (6) The speakers of the language of peace are ordinary and yet extraordinary people. Based on these principles, Oxford (2013a)'s

innovation consists of incorporating peace language activities in SLTE courses designed to reflect peace in multiple dimensions, including inner, interpersonal, intergroup, intercultural, international, and ecological peace.

In Argentina, the context of the present study, the curricular guidelines of the Ministry of Education consider that the teaching of foreign languages both in primary and secondary school should serve as a vehicle for promoting peace in society (NAP, 2012). Given the importance of exploring pre-service teachers' beliefs and emotions when studying teacher development, and on the importance of providing them with meaningful humanistic models and approaches to teaching, this study aims at exploring four pre-service teachers' beliefs and emotions regarding peace and the implementation of multidimensional peace language activities throughout their practicum I semester in an Argentine setting. This chapter provides a thorough description of the methodology employed in the present study.

3.2. Reiteration of Purpose, Objectives, and Research Questions

Purpose

This study examines four pre-service teachers' beliefs and emotions regarding peace and the implementation of multidimensional peace language activities (MPLAs) selected to reflect peace in the six dimensions throughout their Practicum I semester in an Argentine setting. More specifically, this study explores pre-service teachers' beliefs and emotions regarding peace and the implementation of MPLAs selected to reflect peace in the six dimensions before, during, and after their Practicum I course. Also, it aims at comparing beliefs and emotions about peace and MPLAs with their actions as reflected in their lesson plans and in-school teaching experience. It also seeks to trace pre-service teachers' development of beliefs and emotions

about peace and MPLAs throughout the course. Finally, this study intends to explore the ways in which self-reflection contributes to pre-service teachers' development during their Practicum I experience.

Objectives

- Identify pre-service teachers' beliefs and emotions regarding peace and MPLAs before, during, and after their Practicum I experience in an Argentine setting.
- Compare their beliefs and emotions regarding peace and MPLAs during the practicum course with their actions as manifested in their lesson plans and in-school teaching experience.
- Trace the development in pre-service teachers' beliefs and emotions regarding peace and MPLAs throughout their Practicum I experience in an Argentine setting.
- Explore the role that self-reflection plays in facilitating teacher development.
- Raise pre-service teachers' awareness of the importance of adopting teaching approaches that aim at teaching the whole self, including the cognitive, physical, emotional, and social aspects of the learner.

Research Questions

As noted in Chapter 1, the study aims at answering the following research questions:

1. What are four EFL pre-service teachers' beliefs and emotions about peace and the teaching of peace before their Practicum I experience in an Argentine setting?
2. What are four EFL pre-service teachers' beliefs and emotions about peace and the implementation of multidimensional peace language activities during their Practicum I experience in an Argentine setting?
 - a. What are four EFL pre-service teachers' beliefs and emotions about peace and the

implementation of multidimensional peace language activities in the university practicum sessions?

b. What is the relationship between four EFL pre-service teachers' beliefs, emotions, and actions (as manifested in the lesson planning and implementation in their in-school teaching experience) regarding peace and multidimensional peace language activities?⁴

3. What are four EFL pre-service teachers' beliefs and emotions about peace and multidimensional peace language activities after their Practicum I experience in an Argentine setting?

4. What differences exist in four EFL pre-service teachers' beliefs and emotions about peace and multidimensional peace language activities before, during, and after their Practicum I experience in an Argentine setting? In what ways do these individuals' beliefs and emotions develop differently?

5. In what ways does self-reflection contribute to four EFL pre-service teachers' development in their Practicum I experience in an Argentine setting?

3.3. Research Design

3.3.1. Design of this Study: Combination of Case Studies and Narrative Inquiry

The methodological design of this study combines case studies with narrative inquiry.

Such decision can be explained in terms of the characteristics of each methodological approach,

⁴ In this study, *multidimensional peace language activities* (MPLAs) refer to activities involving verbal or nonverbal forms of language used to reflect, express and/or expand peace in any of the six dimensions, including inner, interpersonal, intergroup, intercultural, international, and ecological. *University practicum sessions* refer to the theoretical weekly meetings that are part of the practicum course. Moreover, the term *in-school teaching experience* refers to the lessons pre-service teachers teach in the assigned school grade at elementary level. *Practicum experience* refers to the overall experience in the practicum course including both university practicum sessions and pre-service teachers' in-school teaching experience.

and how these relate to the purpose of the study, the theoretical framework undergirding the research, as well as the potential that the approaches have to facilitate teacher development. Both approaches will be explained below, followed by an explanation of the rationale for adopting such design.

3.3.1.1. **Multiple case studies.** The study employs a qualitative multiple case study research design. Multiple case studies are defined as “A detailed in-depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p. 61). Therefore, this design can provide important evidence of the phenomena under investigation.

The methodology is framed within an interpretive or constructivist lens, by which the researcher seeks to understand the how and why of a phenomena from a holistic perspective, informed by the experiences of participants in their own context (Duff, 2008). Based on this idea, it seems a suitable design to explore pre-service teachers’ beliefs and emotions and to analyze their development given that context plays a fundamental role in shaping them. Even if the purpose of qualitative case studies is not to generalize, in Stake’s (2005) view, multiple case studies might help gain insights about a larger number of cases.

3.3.1.2. **Narrative Inquiry.** The collection and analysis of the data in this study is framed within narrative approaches. Narrative approaches are a powerful tool for researchers to explore participants’ inner worlds and experiences (Oxford, 2013b). Narrative inquiry is defined as “systematic exploration that is conducted by teachers and for teachers through their own stories and language” (Johnson & Golombek, 2002, p. 6). Through the telling of their stories and by reflecting on them, participants construct and reconstruct their identity (Pavlenko, 2007; Savin-Baden & Howell Major, 2013).

In the area of applied linguistics (AL), the narrative shift occurred as a need to not rely

merely on quantitative approaches in the recognition that certain constructs, such as individual differences, are complex and deserve a deeper analysis. In light of this, it was suggested that certain constructs should be investigated through stretches of talk or pieces of writing in order to have a better understanding of the nature and sources of their development (Kalaja, 2003). Consequently, emotions and beliefs in AL in the last decades have been studied through narrative inquiry (e.g., Aragão, 2011; Barcelos, 2003; Kalaja, Alanen, & Dufva, 2008; Oxford & Cuéllar, 2014).

Narrative inquiry is also a powerful tool in the field of SLTE because it offers the possibility for teacher development. When pre-service teachers verbalize (and relate) their perceptions, feelings, and behaviors about their practicum experiences, narrative inquiry may disclose what is often implicit, such as beliefs and emotions (Johnson & Golombek, 2011). Likewise, narrative inquiry helps make explicit the relationship between the “how” and the “what”. In other words, the way in which pre-service teachers make sense of their experiences when engaged in the narrative activity will shape what they learn and eventually do in their classrooms (Johnson & Golombek, 2016).

Narrative inquiry is also seen as a suitable approach to examine how language teachers and learners are situated in specific micro and macro contexts. Given that this study explores pre-service teachers’ beliefs and emotions (including the relationship of these constructs with their classroom practices) and their development throughout the practicum course, narrative approaches through case studies seem compatible options.

There are multiple conceptualizations on narratives among qualitative researchers depending on various aspects, such as the content of the narrative, how narratives are constructed, and how they are analyzed (Barkhuizen, 2011). Following Freeman (2006), in the

present study narratives are those that “entail a significant measure of reflection on either an event or an experience, a significant portion of a life, or the whole of it” (p.131). This conceptualization of narratives relates to the types of stories that are considered “big stories” in narrative research. Big-stories in narrative research tend to include those collected throughout a period of time, which can consist of multiple interviews, field notes from classroom observations, and/or written reflections. This type of research tends to focus on the content of the narratives and aims at reconstructing the participants’ stories of their lived experiences and events, as well as their emotions involved (Barkhuizen, 2011).

3.3.2. Rationale for Research Design

As explained above, the methodological design of this study is based on multiple case studies and narrative inquiry. Such decisions can be explained in terms of the research questions proposed in this study, as well as the need to advance the field of teacher cognition research in the way suggested by scholars.

Firstly, as explained by qualitative research specialists (Barnard & Burns, 2012; Duff, 2008), through case study research it is possible to obtain a refined perspective of the participant’s lived experiences in their own contexts and understand what these mean to them. Given that the present study aims at discovering and understanding pre-service teachers’ experiences regarding MPLAs, including their beliefs, emotions, and actions in their specific context of learning and teaching, multiple case studies seems a suitable design. Moreover, by focusing on multiple cases instead of a single case, aspects such as commonality and variation between and among cases can be addressed.

In the second place, the use of multiple case studies implies moving in the directions

suggested by scholars. Following Allwright (2006), researchers should deepen their understanding of the complexity of phenomena involved in learning and teaching within a specific context, instead of studying what is common across classrooms through, for example, quantitative methods. In addition, Barnard & Burns (2012) claim that the study of teachers' beliefs and practices should provide thick descriptions of the phenomena under investigation and the context by adopting a combination of data collection sources, as this would allow the findings to be compared, contrasted and triangulated and thereby, have rich interpretations. Similarly, exploring pre-service teachers' beliefs and emotions through multiple case studies involves adopting a bottom-up approach to exploring the teachers' complex inner lives in their own specific micro and macro contexts. Moreover, as MacIntyre (2014) suggests, it would imply focusing on individual cases instead of solely on large populations in order to deepen the understanding of what leads to pre-service teachers' development.

The choice of narrative approaches can be explained in terms of the value these have for facilitating teacher development by offering pre-service teachers spaces to reflect on their beliefs and emotions, which are the two constructs investigated in this study. In Swain's (2013, p. 196), "it is in narratives – anecdotes and stories of learners' experiences – that the centrality of emotion and its connections to cognition becomes evident".

As it is known among SLTE scholars, narratives offer an opportunity for teachers to reconceptualize their understandings of who they are, what they believe in, and what they do in the classroom (Golombek & Johnson, 2004). In other words, when teachers reflect on their own experiences through narratives, their inquiry leads them to question and reinterpret what they thought they knew about themselves and about the act of teaching and learning, leading to teacher development. More specifically, narratives seem to enhance teachers' verbalization of

the cognitions and emotions involved in their process of learning to teach. In this way, narrative inquiry becomes a powerful tool for reflection in which teachers can identify contradictions in their teaching (Golombek & Johnson, 2004).

3.4. Research Setting and Participants

This study was carried out in an EFL practicum at the English teacher training program in an Argentine setting. This section provides a description of the different settings involved, starting from the macro context and moving to the micro contexts, as well as information about the participants, including background information and the strategies employed their selection.

3.4.1. Learning English as a Foreign Language in Argentina

In Argentina English is taught as a foreign language and has always been considered prestigious. The goals and motivations to learn English in this country are generally associated with better job and education opportunities. In the 19th century, English was used for commerce and business involving the railway system and the farm and meat industry (Nielsen, 2003). After 1900, three foreign languages, English, French and Italian, were used in Argentina in the business area and in education, which led to the incorporation of the teaching of English and French in schools. However, after the enactment of the National Law 24.195 in 1993 (Ministerio de Cultura y Educación de la Nación, 1993), the teaching of Portuguese replaced the teaching of French in schools after the creation of the MERCOSUR (Southern Common Market) (Pozzo, 2009), and English became ‘the’ most important foreign language taught at all institutional levels, including elementary, secondary and university education. In the early 2000s, due to the dissatisfaction with policies that had been framed within neoliberal ideologies

in the 1990s, the Argentine Ministry of Education began to design educational policies in the hope of providing equal opportunities for all members of the community. Instead of considering teaching methods that were commonly used in English speaking countries as it had been the case up to the 1990's, new educational policies set in Argentina highlighted the need to embrace approaches in the classroom that are contextually based and that cater to the realities and specific needs of the country. At present, whereas the role of English associated with economic growth is still acknowledged, new policies in Argentina are beginning to recognize the important role that the English language plays in, for example, building well-being in societies (Kamhi-Stein, Maggioli, & de Oliveira, 2017).

The inclusion of foreign languages in the educational system in Argentina is supported by principles associated to a cognitive and to an intercultural dimension of learning. The cognitive dimension supports the view that learning a foreign language facilitates the comprehension of the native language and thereby helps optimize its use by reflecting on the learning processes involved in a language. In addition, the incorporation of foreign languages in Argentine schools is related to the value of raising students' awareness on other cultures, leading to a wider vision of the world and fostering tolerance and acceptance of diversity, which is associated to an intercultural dimension of learning (Valsecchi, Barbeito, & Olivero, 2017). The curricular guidelines issued by the Ministry of Education in the province of Córdoba state that the teaching of English considers three dimensions: English for communication (including linguistic, discourse, and sociocultural knowledge); English for Information and Communication Technology (ICT) (including the integration of new technologies and the capacity to be critical towards this tool to learn a foreign language); and English and literary discourse (including the incorporation of different literary texts for the development of reading

habits) (Ministerio de Educación de la Provincia de Córdoba, 2011).

In addition, both primary and high school level aim at offering students learning opportunities to achieve the following: comprehension and production of contextualized and meaningful language; development of learning strategies for the production of oral and written texts; reflection on the process and value of learning a foreign language; development of self-esteem to be able to overcome obstacles and learn a foreign language according to one's own individual differences; development of autonomy to be able to practice the foreign language both in the classroom and in other contexts; enjoyment of the process of learning a foreign language and the possibility to communicate meaningfully to know other realities and cultures; respect towards other languages and cultures; and recognition of the benefits of working collaboratively, learning to respect others and negotiate decisions (NAP, 2012).

Most importantly, the inclusion of EFL in primary and high school level in Argentina is grounded on the idea that the teaching of a foreign language fosters the learning of a new language in combination with the capacity to develop the necessary reflective and critical skills to live in multicultural societies in a harmonious way. In other words, the teaching of EFL is considered a valuable tool to enhance and educate for peace in society (NAP, 2012).

3.4.1.1. The incorporation of peace education in the Argentine school curriculum.

Apart from what is specified in the curricular guidelines of the Argentine Ministry of Education (NAP, 2012) regarding the need to foster peace through the teaching of EFL, in the last five years the social crisis in Argentina has led to the incorporation of peace related topics into the school curriculum, both in primary and secondary schools. Such content areas include the prevention and eradication of bullying and gender violence, and emotional learning. Although it is expected that these contents are incorporated across the different subjects and content areas of

the school curriculum, in the EFL classroom they are not always taken into account.

3.4.1.1.1. *Law to prevent bullying.* In recognition of the high number of victims who suffered from bullying in the last years in Argentina, a law “anti-bullying” has been passed and approved in the province of Córdoba in June, 2013 (Ley 10.151) (Ministerio de Educación de la Provincia de Córdoba, 2013). This law describes a project that consists of incorporating contents related to school violence and bullying in the curricular guidelines of both primary and secondary schools. Such contents in primary school include topics such as respect for diversity; justice, peace, and liberty; conflict resolution; identity; rights and responsibilities, and have the purpose of developing ethical students who are capable of (a) respecting differences, (b) identifying conflicts inside and outside the school and being able to solve them in peaceful ways through dialogue, (c) identifying and following classroom principles to be able to work in a kind and pleasant learning environment, among others. The “anti-bullying’ project also considers that each school elaborates a database to track the number of victims who suffer from bullying in the institution, in order to have statistics, analyze possible causes and think of strategies to prevent bullying among students (Ministerio de Educación de la Provincia de Córdoba, 2013).

3.4.1.1.2. *Law to prevent gender violence.* Due to the high number of femicides in the last decade in Argentina, in 2016 the Ministry of Education in the province of Córdoba established that contents related to gender violence should be incorporated in the curricular guidelines of primary and secondary schools, as well as higher education. The purpose of including such contents is that both students and teachers develop and reflect upon attitudes, theory and practice, and values that foster the prevention and abolition of gender violence. In the same way as the project to prevent bullying, it is expected that the incorporation of gender violence topics form part of the different curricular contents. In order to achieve these goals,

teachers have to attend different professional development workshops in which they read and discuss theory, and engage in practical and reflective tasks related to gender violence (Ministerio de Educación de la Provincia de Córdoba, 2016).

3.4.1.1.3. *Law on emotional learning.* In Argentina, socio-emotional learning is starting to gain popularity in primary and secondary schools. A project has been recently passed to congress to petition the approval of the law of emotional education, which considers that emotional education should form part of the curricular guidelines of primary, secondary school, and higher education. The purpose of such law is that formal education teaches emotional skills, including self-knowledge, self-regulation of emotions, empathy and social skills, among others. In addition, it considers that teachers in the different educational levels should be trained in four main topics, which include: a) emotional education for young learners, (b) emotional education for parents, (c) emotional education for teachers' own management of emotions, and (d) emotional education in interpersonal and institutional relationships. Similarly to the project to prevent gender violence, the goal is that emotional education is integrated across the school curriculum, in different content areas. At present, Corrientes is the only Argentine province that has approved the law (Law 6398) (Ministerio de Educación de la Provincia de Corrientes, 2016). However, even though there is no official law that acknowledges the importance of emotional learning in the province of Córdoba, different primary and secondary schools are starting to incorporate emotional learning into their classrooms.

3.4.2. The English Teacher Training Program

The English Teacher Training Program at the National University of Río Cuarto (UNRC) is a four year bachelor program with 43 required courses (2844 hours) belonging to

four main areas: Language, Culture, Linguistics, and Teacher Education. Whereas most courses are taught in English, there are seven courses during first and second year that are taught in Spanish (Introduction to Philosophy, Pedagogy, Educational Institutions, Educational Policy, Problems in Teaching Training and Practice, Educational Research, and Spanish Language) because they are offered to several other teacher training programs of the university simultaneously. Of the nine courses belonging to the area of teacher education (see names in bold in Table 2), Educational Institutions and Workshop on Teaching Training and Practice, are offered in Spanish. Before students take Practicum I, which is the specific context of this study, they have already taken six courses belonging to the area of teacher education in which they are supposed to discuss theories of learning and teaching methodology, as well as perform classroom observations and reflect on these experiences.

In the English Teacher Training Program of UNRC, even if there have been efforts to embrace reflective and vision based approaches that aim at theorizing practice and developing teachers' professional identities, there is still a heavy load on theory in many of the courses. Consequently, pre-service teachers often have difficulties integrating and making sense of what they have learned throughout the program of studies, which prevents them from having a smooth and meaningful transition to the practicum (Olivero, 2015). These challenges at the moment of entering the practicum tend to influence their experiences as practicum students and novice teachers, including their beliefs, emotions, motivations, identities and actions regarding the teaching of English as a Foreign Language. (See Table 2 for years of the program of studies and names of courses).

Table 2. English Teacher Training Program, UNRC: Year and Courses

Year Program	Courses
First	Introduction to phonetics, English Language I, Introduction to philosophy, Pedagogy. English Language II, Educational Institutions , Second Language Skill Integration
Second	English Language III, English Phonetics and Phonology I, Introduction to the Study of the Lexicon, Internship I , Educational Policy, Workshop on Teaching Training and Practice , English Grammar I. English Language IV, English Phonetics and Phonology II, Educational Research, Second Language Skill Integration, Spanish Language, English Grammar II.
Third	English Language V, Phonetics and Phonology III, English Text Grammar, Psychology, Introduction to English Literature, Social History of the British Islands I. English Language VI, Introduction to Linguistics, Second Language Didactics , Social History of the British Islands II, 19th Century English Literature, Internship II , Instructional Technology .
Fourth	English Language VII, Practicum I , Social History of the United States, Workshop of Curriculum Design , 20 th Century English Literature. English Language VIII, Practicum II , Children's and Youth Literature, North American Literature, Workshop: Oral and Written Production, Workshop: Second Language Curricular Integration

3.4.2.1. **The practicum.** This course is in the last year of the English Teacher Training Program. It lasts a semester, and it includes two-hour theoretical meetings in which the supervisor and pre-service teachers discuss and reflect on current theories and approaches about the teaching of EFL at elementary level. The approach to the teaching of English that is fostered in the practicum course is associated to the Post-method pedagogy (Kumaradivelu, 2003), which resulted from the dissatisfaction with methods throughout the history of EFL teaching. Post-method pedagogy is characterized by adopting a bottom-up approach to teaching by considering what is appropriate and possible to teach in a specific classroom as well as relevant in the social, political, and cultural context where learning takes place.

Practicum course requirements include discussion of theories on learning and teaching a foreign language, reflective journal entries, written quizzes, one microteaching lesson with a peer, written reports on classroom observations, and a month of English in-school experience at

a public elementary school (which includes writing lesson plans and teaching classes). At the beginning of the term, pre-service teachers choose a classmate to form a pedagogical pair to write the lesson plans and teach the lessons. Each pedagogical pair is required to teach English classes every day for a month (two weeks each person) in the elementary school, and also observe and write a report on her/his peer's lessons. Pedagogical pairs are divided into two groups randomly. The first group starts practicing in the school by mid-April and the second group starts practicing by mid-May. The elementary school English teachers assign the contents and topics to be taught by pre-service teachers. However, pre-service teachers have the option of adapting the material and adding activities to teach the topics they are assigned.

During the first month of the practicum course there are three university practicum sessions per week. When pre-service teachers begin their classroom practices during the second month, university practicum sessions take place twice a week. A Chair of two teachers teaches the university practicum sessions and supervises lessons.

This course follows a holistic, reflective, experiential, and vision-based approach that aims developing pre-service teachers' whole self and professional identity (Burton, 2009; Dörnyei & Kubanyiova, 2014; Lin, 2013). By reflecting on the different aspects of the self, and their practice through concrete experiences and through different narrative artifacts, and by visualizing future images of teaching, pre-service teachers are given the opportunity to reflect on the beliefs and emotions they have about teaching and thus become aware of who they are and who they would like to become in the future. Moreover, such approaches encourages them to reflect on what can be personally, institutionally, and socially implemented in the class. Beginning in 2016, the practicum course started implementing an innovative intervention that aims at helping pre-service teachers be more caring, harmonious and mindful through the

teaching of the language of peace, and incorporate these notions in their future EFL classrooms (see the section *Intervention* for a detailed description of the implementation of such innovation).

3.4.3. The Public School and the English Classroom for Teaching Practices

Pre-service teachers' in Practicum I have their teaching practices in a public primary school located in the city of Río Cuarto. The students who attend this school belong to a mid-low socio-economic class. Primary level at this institution covers from first to sixth grade. English lessons are taught from Monday to Friday in the afternoon and last 40 minutes. Each classroom is composed of around 30 children. Students' ages at primary level range from 6 to 12 years old. There are two English teachers teaching at this level, one in charge of the lower level (1st, 2nd, 3rd grade) and the other one in charge of the upper grades (4th, 5th, 6th). In the lower grades, the English teacher works with the textbook *New English Adventure*, by Pearson editorial. In the upper grades, the teacher uses the textbook *Family and Friends*, by Oxford editorial.

3.4.4. Participants

The participants are four students (three women and one man) enrolled in the practicum course of the English Teacher Training Program at the National University of Río Cuarto, Argentina. All of them are native speakers of Spanish, and their ages ranged from 23 to 27 years old when data were collected. The four participants expressed having previous English teaching experience in different levels and contexts, including primary, secondary level, private institutes, and private lessons. The participants' grade-point average in the English

teacher training program ranged from 7 to 8 (equivalent to a grade-point average between 2.00 and 3.00 in the U.S system). All of them manifested being highly motivated to be in the practicum, and in general they felt quite confident to take the course (see Table 3 for participants' background information).

Table 3. Participants' Background Information (previous teaching experience, GPA, and confidence and motivation to start the practicum)

Participant	Previous Teaching Experience (level and length)	GPA in the English Teacher Training Program ⁵	Confidence to Start the Practicum	Motivation to Start the Practicum
Emma	Kindergarten, secondary school (6 months)	7, 59	8	10
Julia	High school (4 years)	7	6	10
David	Primary (6 months); high school (5 months); English Institute (4 months); Private lessons for kids and teenagers (2 years)	7,05	7	10
Laura	Private lessons (2 years)	8,16	7	10

3.4.5. Sampling Procedures

A total of 14 students enrolled in Practicum I in the 2016 and all of them expressed interest in participating in the study, signed the informed consent and engaged in the first interview. Given this was a multiple case study and that individual cases would be analyzed in depth, six participants were initially selected considering that there might have been possible attrition during the semester, but only four cases were chosen for analysis. It is important to note that given this was an innovation, engaging in this study encouraged but did not require pre-service teachers to implement MPLAs in their own classrooms. Therefore, this aspect did

⁵ A GPA between 7 and 8 in the English Teacher Training Program at UNRC is equivalent to a GPA between 2.00 and 3.00 in the U.S system.

not affect those pre-service teachers that might be motivated to teach English for reasons other than promoting peace. However, as it was explained previously in this chapter, it should be noted that the fostering of peace in the EFL classroom is contemplated in the curricular guidelines proposed by the Ministry of Education in the province of Córdoba (Ministerio de Educación de la Provincia de Córdoba 2013, 2016) and in those designed by the Argentine Ministry of Education (NAP 2012). In light of this, Practicum I of the English Teacher Training Program at UNRC intends to prepare future teachers to become peacebuilders in their EFL classrooms and in this way adjust to the social reality and needs of the country.

The selection of participants was purposeful (Patton, 2002), taking into account the following criteria: (1) Given that pre-service teachers have to form pedagogical pairs to write their lesson plans, the six participants chosen had to be part of three pedagogical pairs. (2) In order for pre-service teachers to be given enough time to work with different MPLAs activities selected to reflect peace in the six dimensions in the university practicum sessions, the selection of participants considered those pre-service teachers assigned to teach during the second month. The decision on who would teach during the first month and who would teach during the second month was based on a raffle conducted by the teacher in charge of the course in one of the first classes with all the participants present. (3) The pedagogical pairs chosen had to represent variety in terms of the school grade where they would be teaching. Therefore, the selection included a pair assigned to 2nd grade, a pair assigned to 3rd grade, and a pair assigned to 4th grade.

As already mentioned, due to the various data sources used for collection and analysis, in order to have an in-depth analysis of each case, two pedagogical pairs (four participants) were selected for analysis since they are considered an appropriate number for multiple case

studies (Duff, 2008). The two pedagogical pairs (four participants), from the three possible ones, were selected randomly based on a raffle, as explained above.

3.4.6. Rationale for Sampling Procedures

The decisions for the specific sampling procedures are grounded on two main reasons, including the importance of reducing the possibility of obtaining biased results, and the applicability of purposeful sampling related to the specific research design chosen for this study. This last reason is associated to the contextual factors that justified the criteria for selection, which are often common features to take into account in multiple case studies.

Firstly, the researcher thought to be appropriate to give every pre-service teacher who was interested in taking part of the study, the possibility to do so. This prevents the researcher from having biased results by choosing who to select for the study with no clear rationale. In addition, purposeful sampling was thought to be an appropriate sampling procedure taking into account that the design is based on multiple case studies (Patton, 2002). The criteria for selection were crucial in this case because it related to factors that form the specific context and the nature of the study (Burns, Freeman, & Edwards, 2015). For example, the fact that in the practicum pre-service teachers form pedagogical pairs to plan and teach their lessons influenced the sampling procedures since the researcher had to select participants belonging to the same pedagogical pair. Finally, the fact that this study draws on participants' experiences on a specific implementation in the practicum course (the incorporation of MPLAs each week of class) and on the possibility for them to incorporate these activities in their own classrooms during their teaching practices, it seemed more logical to select participants that had been randomly chosen to practice during the second month of the semester. This gave participants

the possibility to have more time and opportunities to engage in experiential learning activities with the MPLAs in the university practicum sessions.

3.5. The Intervention

3.5.1. What the Peace Activities are

Following Oxford's (2013a) principles underlying the language of peace, the activities used during the implementation are called *multidimensional peace language activities (MPLAs)*. As defined previously in this section and in the introductory chapter of this proposal, MPLAs are activities involving verbal or nonverbal forms of language used to reflect, express and/or expand peace in any of the six dimensions, including inner, interpersonal, intergroup, intercultural, international, and ecological. As Oxford (2017) points out, these dimensions are all intertwined. In order to experience peace in the other dimensions, there needs to be presence of inner peace. At the same time, inner peace depends partly on the presence of at least some of the other dimensions.

3.5.2. Mode for Teaching Multidimensional Peace Language Activities

Based on Oxford's (2013a) principles undergirding the language of peace, which have been mentioned in the rationale for this study and fully explained in Chapter 2, this course included the teaching of MPLAs aimed at reflecting peace in six dimensions: inner, interpersonal, intergroup, intercultural, international, and ecological. Such activities were implemented through experiential techniques, which offered students opportunities to learn about peace language activities in a concrete way from a hands-on perspective, involving

cognition, physical movement, social interaction, emotional awareness, consciousness-raising discussions, and self-reflection. Experiential learning tasks allow pre-service teachers to experience the act of teaching and learning by experimenting with new ideas, which help them integrate theory and practice in a meaningful way (Legutke & Schocker-v. Ditzfurth, 2009). As explained in the previous chapter, Oxford (2017) has called this the *Full consciousness mode*, which refers to fostering peace through explicit peace related activities. In other words, future teachers are given opportunities to embody the cultivation of peace, instead of just learning theory about peace. Such mode involves developing mindful pre-service teachers regarding their perceptions, beliefs, and emotions about peace and MPLAs.

3.5.3. Multidimensional Peace Language Activity Sequencing

Many activities for the implementation were taken or adapted from Oxford (2013a) and Oxford (2017), and others especially designed for this study. During the first week of implementation, pre-service teachers had to read chapters on the language of peace, written by Oxford (2013a). While some activities involve nonverbal forms of language, others can be used to practice different skills (reading, listening, reading, and writing) and aspects of the language, including grammar and vocabulary. With respect to the level, most activities have been designed for SLTE courses and are therefore meant to be used with adults. However, some are suitable for kids, and most of them can be adapted to be incorporated in classes for young learners.

Beginning in 2016, the theory on the language of peace and the MPLAs are part of the practicum course contents. Therefore, all the pre-service teachers enrolled in Practicum I received the implementation of MPLAs and they were encouraged, although not required, to

incorporate them in their own EFL classrooms.

3.5.3.1. **Rationale for the sequencing.** Regarding the sequencing of the MPLAs, several reasons help explain the decisions underlying the number and type of activities included, as well as the order for the incorporation. Such reasons are related to pre-service teachers' needs, as well as the practicum and Primary school context and will be explained below.

As can be seen in Table 4, there are more activities reflected to design inner peace (10 in total), as compared to the activities designed to reflect peace in the other dimensions, due to two main reasons. Firstly, as it has already been mentioned, peace in the world begins with peace within. In order to experience peace in the other dimensions, the presence of inner peace is crucial (Oxford, 2017). Moreover, in agreement with Johnson and Golombek (2016), novice teacher experiences tend to be emotionally charged due to the pressure and often unpleasant emotions they often feel from being asked to perform as competent teachers without being ready. Therefore, there were more activities designed to reflect inner peace, some of them drawing from positive psychology, due to their value for pre-service teachers' development and well-being during their experience as practicum students. Regarding the activities designed to reflect peace in the other dimensions, more activities designed to reflect interpersonal and intergroup peace were implemented as compared to activities designed to reflect intercultural, international, and ecological peace. Given that in the elementary English school where pre-service teachers had their classroom practices conflicts among classmates are frequent, there were four activities especially designed to reflect interpersonal peace, and four designed to reflect intergroup peace. In spite of the fact that the dimensions of intercultural, international, and ecological peace are important to be fostered in SLTE courses and EFL classrooms, only two activities of each were implemented, a smaller number when compared to the previous

dimensions, because of the contextual reasons and needs previously stated. However, it is important to note that these three dimensions will be fostered through more activities during Practicum II in the following semester. Finally, in order for pre-service teachers to have concrete examples of how the peace dimensions are often intertwined, two activities were designed to reflect multidimensional peace.

As for the order of the activities, the first class was devoted to theory about the language of peace and the multidimensional concept of peace with the purpose of discussing and reflecting on the fundamental concepts regarding the language of peace approach. Additionally, this class intended to elicit anecdotes each pre-service teacher might have had with the different peace dimensions both in their personal and professional lives. Moreover, during the third week there was a class devoted to mindfulness since it plays a fundamental role in facilitating inner and interpersonal peace in particular, but also peace in all the other dimensions. In general, the order of the inclusion of the activities was related to how Oxford (2013a, 2017) explained the peace dimensions in terms of concentric circles, which start with inner peace, and move outward with interpersonal peace, intergroup peace, intercultural peace, international peace, and finally ecological peace (as explained in chapter 2 and shown in Figure 1).

3.5.4. Plan for Implementing the Multidimensional Peace Language Activities

The implementation began in week 3 of the course, and ended the last week of the first semester of 2016 (week 14). MPLAs were incorporated in 13 classes, with one or two sequence of activities demonstrated per class. Each sequence of activity lasted approximately 15 and 20 minutes (see Table 4 for the schedule of implementation, and Appendix E for a description of the MPLAs).

Table 4. Schedule for Implementation of MPLAs (see Appendix E for a description of the activities and their corresponding peace dimensions)

Course Week and Date	Topic and Activity
Class 1, April 1 (Week 3)	Introduction: Peace and the language of peace in the classroom. Oxford's multidimensional concept of peace. (Oxford, 2013a)
Class 2, April 7 (Week 4)	Activity to foster inner peace
Class 3, April 8 (Week 4)	Activity to foster inner peace Activity to foster inner peace
Class 4, April 15 (Week 5)	Activity to foster inner and multidimensional peace through mindfulness Activity to foster inner peace through body scans
Class 5, April 22 (Week 6)	Activity to foster interpersonal peace Activity to foster inner and interpersonal peace by reflecting on mindful breathing
Class 6, April 29 (Week 7)	Activity to foster interpersonal and intergroup peace
Class 7, May 6 (Week 8)	Activity to foster intergroup, intercultural and international peace Activity to foster inner peace
Class 8 May 13 (Week 9)	Activity to foster ecological peace Activity to foster inner and ecological peace
Class 9 May 20 (Week 10)	Activity to foster inner peace
Class 10 May 27 (Week 11)	Activity to foster interpersonal and intergroup peace
Class 11 June 3 (Week 12)	Activity to foster intergroup/intercultural/international peace
Class 12 June 10 (Week 13)	Activity to foster inner peace
Class 13 June 17 (Week 14)	Activity to foster multidimensional peace Activity to foster inner peace

3.5.5. Rationale for the Intervention

The rationale for the implementation of MPLAs in the practicum course, as already

mentioned throughout the chapters of this study, can be explained in terms of the need to re-examine the approaches used in SLTE courses, of the contextual factors, including educational policies, that shape the present study, and of the potential that these activities offer in facilitating teacher development. First, through the inclusion of MPLAs, prospective teachers would be learning to teach through holistic and meaningful approaches that aim at forming reflective and ethical professionals (Miller, 2013). Second, the decision to include such innovation in the practicum course relates to the specific contextual factors and needs that shape the present study, as it is expected from the Ministry of Education of Argentina that the teaching of EFL at primary and high school level helps to promote harmony and understanding among cultures and people in society (NAP, 2012). These curricular guidelines, together with recent laws approved by the Ministry of Education in Córdoba (Ministerio de la Provincia de Córdoba, 2013, 2016) emphasize the importance of promoting peace in the classroom by focusing on the intercultural dimension of the language and the teaching of values to form students capable of respecting diversity, human rights, and resolving conflicts in peaceful manners. In light of this, the teaching of peace in the practicum course involved in the study became a necessity and, therefore, MPLAs were incorporated as part of the regular content of the course.

Finally, the inclusion of MPLAs is especially meaningful in practicum courses since, as already mentioned, learning to teach involves strong emotional experiences, and such activities intend to help pre-service teachers externalize their beliefs and learn to understand and regulate their emotions, which might facilitate teacher development and help them have a more meaningful and transformative experience in the practicum. For the reasons mentioned above, the MPLAs are thought to be appropriate activities to be implemented in the context of

the present study. However, it is important to mention that the implementation of each sequence of MPLAs was accompanied with reflection on participants' beliefs and motivations about such activities. In cases in which participants did not feel at ease with certain activities it became necessary to elicit the possible reasons and, if necessary, to offer them adapted versions of activities in order to cater to their preferences and styles. For example, during one activity in which participants had to represent visually their ideal EFL classroom, those participants who did not feel comfortable drawing had the option of representing their thoughts with symbols or words. However, following the notions of contemplative inquiry, even if they were offered adapted versions, observing and reflecting collaboratively on their emotions of discomfort was an essential part of the intervention to facilitate awareness and transformation (Winans & Dorman, 2016).

In addition, it should be noted that the MPLAs were integrated systematically but gradually and in combination with regular practicum topics in order to avoid making radical changes, which is an important factor to take into account during an educational innovation (Hayes, 2014). During the innovative implementation, it was considered that these activities would provide benefit with respect to what had been done before in the course. Moreover, it was considered that the MPLAs had an appropriate level of complexity for the pre-service teachers and they fulfilled their needs, as well as those of teacher educators and EFL students at elementary level. The outcomes of the innovation were also observable and tested in the current research. Finally, it was contemplated that the MPLAs in the intervention would be adapted and adjusted accordingly, depending on the practicum students' needs. According to Rogers (cited in Gregersen & MacIntyre, 2017) the attributes explained above should be taken into account when implementing any educational innovation.

3.6. Data Collection

3.6.1. Data Collection Sources

In order to explore in depth pre-service teachers' beliefs and emotions regarding peace and MPLAs in the English language class (and their relationship with their actions), data were collected through the following data sources.

3.6.1.1. **Semi-structured interviews.** Semi- structured interviews were used to collect data regarding pre-service teachers' beliefs and emotions regarding peace and MPLAs before, during, and after their Practicum I experience. Semi-structured interviews enable participants to express their insights based on questions that serve as guides to direct the interviews but include open-ended questions to allow participants to elaborate (Barkhuizen, Benson, & Chik, 2014). The interviews were held on campus; they were recorded and transcribed verbatim. Each participant was interviewed three times (on week 3, week 9, and week 15), and each interview lasted from 30 to 50 minutes. Participants had the option to use their L1 (Spanish) or English during the interviews (see Appendix A).

3.6.1.2. **Journal entries.** Pre-service teachers' diary entries were collected during their practicum experience to collect data regarding their beliefs and emotions about peace and MPLAs. They are useful tools since they are "autobiographical, introspective documents that record the experiences of language learning from the learner's perspective" (Barkhuizen, Benson, & Chik, 2014, p.35). They allow researchers to explore aspects about the learner's learning process that cannot be captured by direct observation (Faerch & Kasper, 1987). Journals in the practicum are of great value for teacher educators to learn about pre-service

teachers' subjective lived experiences contributing to teacher development. Through reflections in journal entries, pre-service teachers are given the possibility to voice their beliefs about teaching and learning to teach, as well as their emotions involved in these experiences (Johnson & Golombek, 2016). Participants had the possibility of writing the entries outside of class and send them via email. They had the option to write the entries in English or Spanish. A total of five journal entries were collected from each participant (on week 4, 6, 8, 10, 12) (see Appendix B).

3.6.1.3. **Lesson plans.** Lesson plans were collected to explore the relationship between pre-service teachers' beliefs and emotions regarding peace and MPLAs and their actions in their classroom practices. All the lesson plans of the semester were collected (four weekly lesson plans) from each participant in the study. However, only those lesson plans that included MPLAs were considered for analysis. Lesson plans were collected to observe the presence or absence of MPLAs, the type of MPLAs designed, topic involved in the MPLA, their source (whether they were adapted, designed by the pre-service teachers, or taken from an existing source), the teaching techniques to be used in the implementation, and the procedures specified for the implementation. Participants wrote the lesson plans with their pedagogical pair. Lesson plans were collected from weeks 9 to week 12. (See Appendix C for lesson plan guidelines pre-service teachers were expected to follow).

3.6.1.4. **Field notes from classroom observations.** Pre-service teachers' lessons were observed from an emic perspective. That is, by participating as closely as possible in the activities and setting of pre-service teachers in order to develop an insider's view of their experiences (Patton, 2002). Field notes from pre-service teachers' classroom observations were collected during their Practicum I experience to explore the relationship between pre-service

teachers' beliefs and emotions regarding peace and MPLAs, and their actions in their classroom practices. "Field notes contain the description of what is being observed" (Patton, 2002, p. 302). For the purposes of this study, field notes included descriptive information related to the physical setting of the classroom, the social interactions occurring among pre-service teacher and students, and the MPLAs that were carried out. Each participant was observed eight times as a course requirement. However, only those classes in which pre-service teachers previously incorporated MPLAs in the lesson plans were considered for observation. The field notes contained descriptions of the classes containing MPLAs that are being observed, quotations from pre-service teachers during these classes, the researcher's notes including feelings and reactions on what was being observed, and insights and interpretations of what was being observed and described (Patton, 2002). Some aspects that were observed include (but are not restricted to) presentation techniques on the language of peace, MPLA management (how the pre-service teacher sets the tasks, manages the tasks, and closes the tasks), awareness raising or reflection on the language of peace, classroom environment (including discipline management, pre-service teacher and students' interactions, rapport, pre-service teachers' and students' attitudes), pre-service teacher and students' roles during the implementation of MPLAs, and transitions among activities (connections made between an MPLA and other parts of the class). Observations began on week 10.

3.6.1.5. **Narrative frames.** Narrative frames about pre-service teachers' beliefs and emotions regarding peace and MPLAs were given to pre-service teachers' to complete and were collected at the end of their' Practicum I experience. Narrative frames are a type of guided composition that "provide guidance and support in terms of both the structure and content of what is to be written" (Barkhuizen & Wette, 2008, p. 376). Because of their structure, these

types of data sources are facilitative and allow participants to construct meaningful stories (Gia Viet, 2012). Participants were sent the frames to complete via email, the week after they finished their practicum course (week 15). They were asked to send them back via email or print them and take them to the practicum instructor's office during the same week (see Appendix D).

3.6.1.6. **Researcher journal.** The researcher kept a journal during the study to be used as supplements to the other data collection sources. The diary allowed the researcher to keep a record and reflect on each stage of the study, including details of the steps and methodological decisions taken, difficulties encountered, to disclose her own beliefs and emotions about the process and topic of the study, and also her subjectivities and biases as a researcher, among other aspects (Dörnyei, 2007). The researcher journal data was used frequently during the analysis of data to enhance comprehension of the data, as well as to organize and better interpret the findings.

3.6.2. **Data Collection Procedures**

This study was first reviewed and approved by the Institutional Review Board (IRB) of the University of South Florida (USF) (Protocol number 00025113). It also required the permission from the Director of the Department of Languages at the National University of Río Cuarto in Argentina as well as from the teacher in charge of the Practicum I course. Data were collected from students enrolled in Practicum I of the English Teacher Training Program, at the National University of Río Cuarto, Argentina during the first semester of the year 2016 (from March until June). Data were collected throughout a period of 12 weeks (beginning on week 3 of the practicum course) in three distinct phases: 1) before the practicum, 2) during the practicum, and 3) after the practicum. Detailed information was provided to the participants

about the purpose and nature of the study. Participation in this study was voluntary and their identities were protected. The participants were given a written consent form to sign if they agreed to participate, and those who agreed were interviewed for the first time in order to reflect about their definitions of peace, prior experiences with peace and with peace language activities, hopes or plans to promote peace via language teaching, how trainees practiced peace in their own lives, and how they felt about it. A total of six participants that met specific criteria (details were explained under sampling strategies) were selected initially, but four were considered for analysis.

Participants took the practicum course, which consisted of university practicum sessions including the implementation of MPLAs (for a period of 12 weeks), and in-school teaching experience. They were given journal entry assignments in five instances during their practicum course in order to reflect about their beliefs and emotions regarding peace and MPLAs. Participants were also asked to design four weekly lesson plans to teach their lessons at primary level during their practicum course and were encouraged (although not required) to include MPLAs in their planning. Participants taught their classroom practices for a period of a month and they were observed by a practicum supervisor. Participants were invited to engage in a second semi-structured interview during their practicum course in order to reflect about their experiences (including beliefs and emotions) regarding MPLAs. Next, participants were given a narrative frame to complete after they finished their practicum in order to get them to reflect on their Practicum I beliefs and emotions regarding MPLAs. Participants were invited to engage in semi-structured interviews for the last time after their practicum course in order to reflect about the possible development of their beliefs and emotions regarding MPLAs and to give their opinion on the role of self-reflection to foster teacher development. It is important to

mention that the researcher’s journal data were collected in every stage of the study (beginning in week 3 and ending when the study has already been written and reported). (See Table 5 for a timeline for data collection, including dates and data sources).

Table 5. Planned Timeline for Data Collection

Timeline	Data source
March 28	Semi-structured interview
April 1	Journal entry 1
April 22	Journal entry 2
May 6	Journal entry 3
May 13	Semi-structured interview
May 16	Lesson plan 1
May 20	Journal entry 4
May 23	Lesson plan 2
	Observation field notes *
May 30	Lesson plan 3
	Observation field notes *
June 3	Journal entry 5
June 6	Lesson plan 4
	Observation field notes *
June 13	Observation field notes *
June 20	Narrative frames
In every stage of the study	Semi-structured interview Researcher journal

Note: * The collection of field notes from classroom observations depended on pre-service teachers’ inclusion of MPLAs in their lesson plans. In case there are activities planned, observations will begin the Monday of each week).

3.6.3. Rationale for Data Collection Sources and Procedures

Apart from the advantages of using such narrative sources, which were explained previously in this chapter, there are two main reasons that justify decisions regarding the data sources and the collection procedures. The inclusion of the sources for data collection relate to the nature of phenomena under investigation in this study (beliefs, emotions, and actions), and also on the characteristics of the study, which seeks to explore participants’ experiences deeply and in their own contexts, in as much detail as possible. In agreement with Yin (2003a), “using multiple sources of data allows researchers to “corroborate and augment evidence from other

sources” (p. 87). Moreover, it is known that eliciting participants’ beliefs and emotions through their own self reported narratives is challenging, as some beliefs and emotions are tacit and contradictory (Barcelos & Kalaja, 2011). In addition, participants do not always tell you what they think (or feel). Therefore, by using different types of sources and moments for collection, the researcher offers participants plenty of opportunities to express their beliefs and emotions regarding the topic under investigation. As Barnard and Burns (2012) suggested, researchers need to consider the issue of veridicality, all throughout their project. Another reason that justifies the number and type of sources used in this study relates to the research design. This study seeks to explore participants’ beliefs and emotions through multiple case studies and narrative inquiry, which are characterized by studying a phenomenon exhaustively to provide a thick description of participants’ lived experiences. This can only be achieved through the use of various narrative data collection sources.

Regarding the procedures for data collection, as it was explained above, data for this study were collected at different and multiple times during the semester in order to capture the development of participants’ belief and emotions regarding an implementation of MPLAs that took place throughout the semester. Therefore, the different and specific moments for data collection intend to capture possible transformation of participants' experiences regarding the MPLAs during the semester. In addition, for the same reason that a number of different sources were used, the different instances of data collection relate to the challenge of eliciting beliefs and emotions, as they are often implicit, hidden and contradictory (Barcelos & Kalaja, 2011), and to corroborate participants’ responses throughout an extended period of time.

3.7. Data Analysis Procedures

The analysis of the data was based on the assumption that “emotional content is evident across varied levels of language, from lexicon to discourse” (Golombek & Doran, 2014, p. 106). Data from transcribed interviews, journal entries, narrative frames, and field notes from classroom were analyzed through thematic analysis. Thematic analysis involves identifying, analyzing and reporting patterns in the data (Braun & Clarke, 2006), and it opens up the possibility of comparing the narratives in a dataset, of establishing shared themes, as well as highlighting individual differences (Barkhuizen, Benson, & Chik, 2014).

The narrative data went through a process of inductive analysis, through which the researcher was *grounded* in the data with the purpose of discovering emergent themes as opposed to analyzing data according to an existing framework (Patton, 2002). Several steps were followed for analysis: (1) Familiarization with the data, (2) generation of codes, (3) identification of themes, (4) review of themes, (5) definition of themes, and (6) report (Braun & Clarke, 2006). Although these steps for data analysis imply a linear process, they involved various rounds of categorization and interpretation. It is important to note that thematic analysis undergoes a process of immersion in the data and a constant comparison between codes in order to establish connections between concepts, codes, and themes (Savin-Baden & Howell Major, 2013). When developing categories within themes, they were judged by two criteria: internal homogeneity (the extent to which data that belongs to the same category or theme is similar) and external heterogeneity (the extent to which differences among themes are clear) (Patton, 2002).

Moreover, the lesson plans were analyzed through content analysis, which involves

identifying, coding, categorizing classifying, and labelling the data (Patton, 2002). Lesson plans were analyzed with the purpose of identifying (a) the presence (and quantity) or absence of MPLAs in the lesson plans, (b) type of peace dimension being fostered, (c) content involved in the MPLAs, (d) the source for the MPLAs (whether they were adapted, taken from other authors, or pre-service teachers' own ideas), (e) teaching techniques reflected in the MPLAs designed, and (f) procedures specified for implementation.

Both during the initial and later phases of the analysis, the data were displayed visually through the use of tables, figures, and analytic memos. Different versions of data display were created as a result of the constant revision and categorization of the data in order to see it from different lenses, focusing on relationships, patterns, and themes (Savin-Baden & Howell Major, 2013).

There were two levels of analysis, cyclical and summative (Borg, 2011). Cyclical analysis took place throughout the study and was alternated with each phase of data collection. For example, the second interview was partly informed by the analysis of participants' insights to the first interview. Thus, there was a strong connection between data collection and analysis throughout the study, supporting the idea that as it is typical of qualitative research, data collection and analysis does not always involve a discrete process (Richards, 2003). The technique of triangulation, or crystallization, a term that emphasizes looking at evidence from multiple angles (Richardson, 1994) helps to try to ensure trustworthiness of the findings. It is important to note that this technique can only enhance but not necessarily guarantee the validity of the findings (Borg, 2012). During data triangulation, pieces of evidence of each case were compared with other types of evidence collected through the various data sources within each phase. For example, in Phase 2, data obtained from the lesson plans and field notes from

classroom observations were triangulated with those obtained from interviews and journal entries in order to explore the relationship between beliefs and emotions, and actions.

Analysis was also summative, both for each participant and for the four cases. After data are triangulated separately for each phase, the data analyses for each participant was reviewed chronologically (by focusing on three phases) for recurrent or different themes or patterns in order to understand possible development of their beliefs and emotions regarding peace and MPLAs, and the importance of self-reflection for teacher development. Finally, the four cases were cross analyzed in order to establish comparisons and a more holistic perspective of the four participants (see Table 7, which was intentionally left blank). This strategy was done with the help of a grid in which findings for each research question were listed and cross-referenced to each individual case. (See Tables 6 and 7).

In order to try to establish trustworthiness in the findings, the researcher’s findings went through member-checking by asking participants to express their opinions on the analysis of the data. No discrepancy between the analytic results and the participant’s perspective were found.

Table 6. Data Collection Phases, Data Sources, Research Questions, and Level of Analysis for Each Participant

Phase	Data Source	Research Question	Level of Analysis
Phase 1 (week 3)	Interviews (+ researcher journal)	What are four EFL pre-service teachers’ beliefs and emotions about peace and the teaching of peace before their Practicum I experience in an Argentine setting?	Cyclical

Table 6. (Continued)

Phase	Data Source	Research Question	Level of Analysis
Phase 2 (week 4-14)	Interviews + journal entries (+ researcher journal)	What are four EFL pre-service teachers' beliefs and emotions about peace and MPLAs during their Practicum I experience in an Argentine setting?	Cyclical
	Interviews + journal entries (+ researcher journal) compared to Lesson plans + field notes from classroom observations (+ researcher journal)	What is the relationship between four EFL pre-service teachers' beliefs, emotions, and actions (the lesson planning, and in-school teaching experience) regarding peace and MPLAs?	
Phase 3 (week 15)	Interviews + Narrative Frames (+ researcher journal)	What are four EFL pre-service teachers' beliefs and emotions about peace and MPLAs after their Practicum I experience in an Argentine setting?	Cyclical
Phase 1 + Phase 2 + Phase 3	Themes obtained in analysis of each phase (+ researcher journal)	What differences exist in four EFL pre-service teachers' beliefs and emotions about peace and MPLAs before, during, and after their Practicum I experience in an Argentine setting? In what ways do these individuals' beliefs and emotions develop differently?	Summative
		In what ways does self-reflection contribute to four EFL pre-service teachers' development in their Practicum I experience in an Argentine setting?	

Table 7. Strategy for Cross-case Analysis

Overall Findings	Participant 1	Participant 2	Participant 3	Participant 4	Cross Analyzed Findings
RQ 1					
RQ2					
RQ3					
RQ4					
RQ5					

3.7.1. Rationale for Data Analysis Procedures

The various decisions underlying the procedures followed during data analysis are related to the main purpose of the study, the type of data to be analyzed, and the research design chosen (multiple case studies). Such reasons will be detailed below.

As it was explained previously, the narrative data were analyzed thematically and inductively. Given that the purpose of the study was to analyze the data from each case throughout the semester and also a compare findings across cases, thematic analysis was considered appropriate, as it offers the opportunity of comparing the narratives in a dataset, of establishing commonalities, as well as highlighting individual differences (Barkhuizen, Benson, & Chik, 2014). Moreover, it should be noted that the choice to employ an inductive approach for analysis has to do with the researcher’s purpose of discovering themes from participants’ data instead of focusing on a priori framework, which might limit the analysis to particular topics or themes (Patton, 2002).

Moreover, content analysis was selected in order to analyze the data obtained from participants’ lesson plans, as it is a different type of data source from the other types, which are narrative, and it differs in its purpose as well. Participants’ lesson plans were analyzed not to

obtain themes related to beliefs or emotions, but instead, to identify the presence and types of MPLAs that were designed to be included in the EFL classroom.

The cyclical and summative type of analysis had to do with the research questions and purpose of the study. Given that the researcher explored pre-service beliefs and emotions about MPLAs throughout a semester (before, during, and after the practicum) and traced possible change and development, cyclical and summative analysis offered the opportunity to observe if the data reflected such transformations both within each phase of data collection, and throughout the whole semester. Besides, as it was explained above, by employing cyclical analysis and by triangulating the findings obtained from the different sources, the researcher tried to ensure trustworthiness of the findings. Finally, as the researcher was interested in understanding the experience of each individual case but also comparing the four cases, cross analysis became a powerful procedure to identify both similarities and possible differences among the four cases; a common procedure when employing multiple case study designs (Duff, 2008).

3.8. Reporting Procedures and Their Rationale

Considering and anticipating the way findings will be organized and reported is an important aspect involved in case study research, especially when the study carried out is part of a dissertation (Duff, 2008). In this study, findings are reported in two parts, first by presenting each case individually (see Chapters 4 and 5) and then by showing comparisons among the four cases (see Chapter 6). This decision was based on the procedures to be followed during data analysis explained above, which is the typical way of proceeding in multiple case studies (Duff, 2008). The first part contains a thick description of each individual case based on each research

question (including participants' beliefs, emotions, relationship with actions, and their possible development regarding peace and MPLAs throughout the semester.). Due to the in depth description of each case, two chapters are devoted for reporting the findings of each pedagogical pair (see Chapters 4 and 5). The second part shows common themes as well as possible differences among the four cases, which resulted from cross analyzing the findings (see Chapter 6).

3.9. Ethical Issues

Issues related to ethics, such as difficulties in protecting the identity of participants might have been considered a limitation in this study if not addressed with care. In this vein, it should be noted that there were no physical or psychological risk on the part of the participants. Their identities were protected with pseudonyms chosen by them, if desired, and consent forms were given to explain purposes and foreseen benefits of the study.

3.10. The Researcher's Role

Specifying the researcher's role becomes important to contextualize the research and to help readers understand the researcher's familiarity with the setting and participants of the study (Duff, 2008). In the present study, the researcher's role embraces one of an insider, which means the study was carried out from an emic perspective. Firstly, the researcher's experience as an undergraduate student who took the practicum course and graduated from the same program allowed her to understand the dynamics and characteristics of the context of study. Most importantly, she is one of the teachers in the practicum course and is in charge of the implementation of the MPLAs, which enables her to have an insider perspective with regard to

course decisions, techniques to be used, and pre-service teachers' reactions on the pedagogical innovation. Both because of her experience as a student and as a teacher in the English Teacher Training Program at the National University of Río Cuarto, the challenges and potentials of learning to teach in the context of the study are familiar to the researcher, which helped her further the understanding of participants' practicum lived experiences. In addition, her background as a practicum teacher in this specific program of study enables her to know the elementary school where pre-service teachers do their teaching practices. This also led the researcher to have a deeper understanding on how the specific context of teaching shaped pre-service teachers beliefs, emotions, and actions regarding peace and MPLAs.

The researcher's role as an insider guided her throughout the stages of the study to try to make sound connections between participants' beliefs, emotions, and actions regarding the implementation of MPLAs in a particular context. Moreover, her first-hand experience with the broad context of learning to teach and teaching English to young learners in an Argentine setting contributed to the pedagogical implications of the study in significant ways.

3.11. Potential Benefits of the Study

There are several potential benefits to the participants engaged in this study, for second language teacher educators, and for scholars in the field of second language teacher education. This study aims raising pre-service teachers' awareness of their beliefs and emotions regarding the implementation of MPLAs both in the practicum course and in the English class at primary school level. This can help them be more mindful and reflective as to what guides their learning and teaching of the language of multidimensional peace. Given that the curricular guidelines of the Ministry of Education consider that the inclusion of foreign languages at primary and high

school level should be vehicles to promote peace in society (NAP, 2012), the present study has particular relevance in this context. In addition, this study intends to explore pre-service teachers' beliefs and emotions through narratives. As has been already mentioned, narratives offer pre-service teachers valuable opportunities to verbalize and make explicit their beliefs, attitudes, emotions, and perceptions that are often implicit, facilitating teacher development (Johnson & Golombek, 2011).

Moreover, this study intends to help pre-service teachers develop a more peaceful professional self. As it was mentioned previously in this chapter, the practicum course tends to be an emotionally charged experience (Johnson & Golombek, 2016). Activities designed to reflect inner peace can help future teachers reduce negative emotions and enhance positive ones, leading to well-being, better decisions, and consequently, a more successful journey in the practicum. Also, activities designed to reflect inner peace involve inner work and self-reflection, which are key components for transformation and teacher development.

It is crucial that teacher education programs equip prospective teachers with meaningful models of teaching to prepare future generations to be more ethical citizens. In this regard, second language teacher educators can help prospective teachers comprehend the paramount role of the language of peace for the cultivation of harmony and well-being within the person, among acquaintances and groups, between different cultures, and between humans and the environment (Oxford, 2017). Through this study, pre-service teachers are encouraged to use activities to foster multidimensional peace in their own EFL classrooms. In this way they would act as ambassadors of the language of peace (Oxford, 2013a) leading to social transformation.

Moreover, this study might also enlighten teacher educators to make a change in their teaching practices. At present in higher education, including second language teacher education

courses, there is a heavy focus on the development of cognition, often neglecting emotions (Johnson & Golombek, 2016; London, 2013). This study can illuminate teacher educators to embrace methodologies that aim at fostering teacher development through approaches that teach the whole person, including cognitive, emotional, and social aspects (Oxford, 2013a).

Finally, this study can be of interest to scholars in the area of second language teacher cognition, as it would address the need to have an ethical vision of language teacher cognition: The research agenda needs to consider whether what can be learned is meaningful and for whose benefit (Kubanyiova & Feryok, 2015). Exploring pre-service teachers' beliefs and emotions about peace and multidimensional peace language activities, through multiple case studies and narrative approaches, implies moving in the directions suggested by scholars (Kubanyiova & Feryok, 2015). Such directions involve embracing the social shift in AL (Block, 2003), adopting a bottom-up approach to exploring the teachers' complex inner lives in their own specific micro and macro contexts, and having an ethical vision of language teacher cognition.

3.12. Chapter Conclusion

This chapter described the methodology of the study. It began with a brief reference of the rationale for the investigation, followed by the objectives, purpose, and research questions. It then explained in detail the research design, the setting and participants, and a thorough description of the intervention in the practicum course, which included the implementation of MPLAs. This was followed by a description of the various data collection sources that were used, and a detailed explanation of the procedures that were followed for data analysis. The chapter then addressed important ethical issues that should be taken into account when doing

the investigation, and specification of the researcher's role in this particular study. The last section of this chapter made reference to the potential benefits of this study for the participants, teacher educators, and scholars in the field of SLTE. The next three chapters present the findings of the study. Chapters 4 and 5 present the findings of each pedagogical pair, and Chapter 6 presents the findings obtained from the cross-case analysis.

CHAPTER FOUR:

FINDINGS LAURA AND DAVID

This chapter is the first of three chapters that present the findings of the study. As explained in Chapter 3, this study had the purpose of exploring four pre-service teachers' beliefs and emotions regarding peace and the implementation of multidimensional peace language activities (MPLAs) throughout their Practicum I semester in an Argentine setting, that is, before, during, and after their Practicum I course. In addition, it aimed at comparing their beliefs and emotions about peace and MPLAs with their actions as reflected in their lesson plans and in-school teaching experience. Finally, this study had the purpose of identifying participants' development of beliefs and emotions about peace and MPLAs throughout the course and of examining the ways in which self-reflection facilitates teacher development.

In order to contextualize each participant's practicum experiences, the chapter first provides a description of the participants' context of classroom practices, followed by each participant's background information. Next, it provides a thorough description of each participant's lived experiences in the practicum regarding peace and the implementation of MPLAs. The report on each participant includes: (a) a description of the participant's beliefs and emotions about peace and MPLAs before the practicum, based on the thematic analysis of the first interview; (b) a description of the participant's beliefs and emotions about peace and MPLAs during the practicum, which includes the beliefs and emotions experienced in the university practicum sessions, based on the thematic analysis of the second interview and the

journal entries, and the relationship between beliefs, emotions, and actions, based on the content analysis of the lesson plans and the thematic analysis of the field notes from classroom observations; (c) a description of the participant's beliefs and emotions about peace and MPLAs after the practicum, based on the thematic analysis of the third interview and the narrative frame; (d) the differences in the participant's beliefs and emotions about peace and the implementation of MPLAs throughout the practicum semester, based on the findings obtained before, during, and after the practicum; and (e) the role of self-reflection in the participant's teacher development, also based on the findings obtained before, during, and after the practicum semester. As explained in detail in Chapter 3, the data were analyzed through thematic and content analysis, and triangulation was a recurrent process to look at the pieces of evidence from multiple angles. The narrative data (journal entries, interviews, narrative frames, field notes from classroom observations) underwent thematic analysis. The themes obtained went through inductive analysis and involved several rounds of coding, categorization and interpretation (see Appendix F for a coding sample of the narrative data). Moreover, the lesson plans were content analyzed (see Appendix G for a coding sample of the lesson plans) with the purpose of identifying the presence and amount of MPLAs, type of peace dimensions aimed at being enhanced, the source of the MPLAs, the techniques used for their implementation, and the procedures specified for the implementation. (See Chapter 3 for a detailed explanation of how data were analyzed).

For the sake of organization, the different headings and subheadings in this chapter follow a numbering system. Moreover, the themes obtained from the analysis of the data are reported in italics: for example, *the purpose of teaching English at elementary level in the Argentine context; participant's understanding of peace; mode for the implementation of*

MPLAs in the EFL classroom, among others. As mentioned in Chapter 3, participants were given pseudonyms in order to protect their identities. Due to the length of each report, this chapter reports on the findings of Laura and David, who formed the first pedagogical pair. The findings corresponding to the second pedagogical pair are reported in Chapter 5, followed by the findings obtained from the cross-case analysis of the four cases, which are reported in Chapter 6.

4.1. The Teaching Context: Third Grade at Elementary Level

Laura and David taught in third grade (equivalent to third year of elementary school in the U.S.) at a public school located in the downtown area of the city of Río Cuarto in Argentina (see Chapter 3 for a description of the school and an explanation of elementary school level in the current context). When they began their classroom observations, Laura and David had been told by the school teacher that the third grade cohort had serious discipline problems. In fact, this situation had already been the reason for previous meetings among the school teachers, school authorities and the students' parents. Third graders at this school tended not to pay attention to the teacher, nor did they listen to each other. There was physical and verbal violence among them and they were not used to following classroom principles or routines. Apart from the discipline issues, which were common to the whole group, there were three students in particular who suffered from emotional disorder⁶, which impacted their learning experiences, including the way they related to their peers and the teacher, their performance in the classroom, and their self-esteem. These students had a therapeutic companion⁷ consisting of one-on-one

⁶ In educational settings some students suffer from emotional disability often characterized by poor social and academic skills.

⁷ A person who has been trained to help the patient manage his anxiety and to give him appropriate responses to such symptoms and behaviors.

support during classes to offer them assistance whenever it was necessary. However, in some cases, the therapeutic companion was not present, which made it difficult for the school grade teacher, and especially the pre-service teacher, to handle certain situations while simultaneously having to manage the whole group.

Third grade students had classes in a large old room with a tall ceiling, which sometimes impacted how the sounds (including the teacher's voice) were projected. Students sat in pairs in three rows of desks but pre-service teachers were allowed to rearrange the desks when necessary. This classroom had a large old blackboard in the center, and cardboards put up on the walls where students' works were displayed. Near the blackboard there was a big shelf where the third grade teachers from the different disciplines shared and stored teaching materials and resources.

4.2. Spirited Laura

I was a bit over enthusiastic so I transmitted that to my students. I was super active so I had to learn to relax. I think it's good, but sometimes it can be too much energy when you can't calm down, so if I saw that students were also a bit over-excited, I asked them to breathe with me and it was like we all calmed down. (Interview 3, June 20, 2016)

Laura was outspoken and energetic, and she was willing to participate and reflect on her process of learning to teach throughout the whole semester. Both in the written and oral reflections Laura was detailed and lengthy in her explanations. Based on what she expressed, she was used to reflecting on her lived experiences in a personal diary, which she had been writing since childhood. Laura had no previous teaching experiences at elementary level at the moment this study was carried out. Before entering the practicum she had worked as a private

teacher for two years. She had a good academic standing and said to feel quite confident and highly motivated to start the practicum. (See Table 3 in Chapter 3).

Laura demonstrated enthusiasm regarding the intervention of MPLAs in the practicum from the very beginning. Based on what she expressed, she had never worked with holistic teaching approaches or peace activities in her previous experiences as a learner. However, it seems she was particularly interested in holistic education and contemplative inquiry, as she said to have attended several conferences on mindfulness and emotional learning before entering the practicum. Below is a report on Laura's journey in the practicum, including her lived experiences in regard to peace and the intervention of MPLAs, her transformation in the process of enhancing peace and learning to teach MPLAs, and the role of reflection in her growth as a teacher and peacebuilder.

4.2.1. Laura's Beliefs and Emotions About Peace and the Teaching of Peace *Before the Practicum*

The thematic analysis of the first interview indicates that three main themes emerged regarding Laura's beliefs and emotions about peace and the teaching of peace before the practicum. These included Laura's beliefs about the purpose of teaching English to young learners in the Argentine setting, her understanding of peace before the MPLA intervention, and her beliefs and emotions about the idea of enhancing peace in her own classroom in the future.

The purpose of teaching English at elementary level in the Argentine context

Based on the analysis of the first interview, before the practicum Laura believed that teaching English at elementary level in the Argentine context involved the fostering of peace at different levels, even if she did not make an explicit reference to peace dimensions. As she

expressed in the first interview,

I think that when we teach English we not only teach the language itself like the grammar, the rules, but we also teach like values because as teachers we're gonna try our students to be polite, respectful, to be kind with each other, so I think, yeah. We're going to teach values and at the same time culture. Not only like of places where language is the first, where English is the first language, but also around the world. (Interview 1, March 28, 2016)

According to Laura, the purpose of teaching English had to do not only with enhancing the linguistic and the intercultural competences, but also the fostering of human values to help them become better persons.

Participant's understanding of peace

Before the practicum, Laura associated peace with a quite traditional concept of peace, that is, peace as the absence of violence and the absence of negative emotions. In her first interview she stated: "I only think about peace when thinking about war". (Interview 1, March 28, 2016). Moreover, for Laura peace involved three dimensions mainly, including inner, intergroup and intercultural. As she associated peace with the absence of violence, she thought achieving peace was important in order to avoid both physical and verbal violence.

Peace is like no violence, like no negative things, so like everyone is like happy, they feel relaxed. There can be peace inside, like in oneself, but there can be peace among people, in a neighborhood, in a community, so I think peace is very important in relation to life, we need to try to stay peaceful all the time. So as not to fight, and I don't know like end up in those all like aggression and violence, not physical but with words too. (Interview 1, March 28, 2016)

Laura said that in general she had not been conscious of peace neither in her personal nor in her academic life. As for her personal life, she expressed that “seeing” the absence or presence of peace, for example, in movies or books, helped her become conscious of its importance. As for her academic life, she was not sure of what would be considered peace activities, and she did not have memories about having worked with peace related activities in her previous experiences as a learner.

Mode for the implementation of MPLAs in the EFL classroom

In regard to how she imagined the classes involving the teaching of peace, Laura thought she could cultivate peace through the teaching of culture or history, and by teaching about conflict resolution. Laura also thought peace could be fostered implicitly in the classroom by being a role model with students, that is, by acting and behaving peacefully as a teacher. In her first interview, Laura remarked:

Well, I guess like you could teach it in the sense of like culture, history, like, or some issues about the natives and colonizers, so all those things of nowadays like wars, or news, maybe you can show the news. Maybe also with words, right?

When there is an issue between two students you don't need to start fighting with them, I mean through your own words. Like, if you're gonna go there and fight too and start shouting, and screaming, I don't think that that is a good idea.

(Interview 1, March 28, 2016)

Before the practicum, Laura had not thought about the importance of fostering peace in the language classroom. However, she came to think it would be important for teachers to teach peace in every educational level, not only as part of the intervention carried out for the purpose of this study.

Emotions about incorporating MPLAs in the EFL classroom

Laura believed it would be exciting to cultivate peace in her future EFL classroom so as to transform people's reality in a specific context, as well as positively impact society and the environment in general. She showed interest when talking about the value of fostering peace in her future classes, and said she felt excited about thinking of the possibility to include peace education in her classes. At the same time, Laura said to be a bit anxious because the incorporation of MPLAs involved a new experience for her and for her students, and therefore she could not anticipate what would be the outcomes of such implementation in her classroom. In spite of this, during the first interview Laura seemed to be determined to embark in this innovative experience.

4.2.2. Laura's Beliefs and Emotions About Peace and MPLAs *During* the Practicum (with comparison to her earlier beliefs and emotions)

4.2.2.1. Beliefs and emotions about peace and MPLAs experienced in the university practicum sessions. The analysis of the thematic data collected through the second interview and the journal entries in the second phase of the study led to the emergence of themes that had appeared *before* the practicum semester, and of new themes that seem to have arisen as a result of the intervention of MPLAs in the university practicum sessions. The themes included the outcomes of the MPLA intervention, the mode to use when implementing MPLAs, her emotions about incorporating MPLAs, the purpose of teaching EFL at elementary level, and Laura's understanding of peace.

Outcomes of the MPLA intervention in the university practicum sessions

The intervention of MPLAs in the university practicum sessions seems to have

positively impacted Laura's personal and academic life. As for her personal life, Laura believed that becoming aware of the language of peace helped her improve family relationships, as this enabled her to be more mindful about her choice of words, her behaviors, and her emotions. As she wrote in the second journal entry,

From the moment I read about the importance of verbal and nonverbal language to express peace, I have been trying to control my quick answers which are mainly negative when I feel angry because of different reasons. (Journal entry 2, April 22, 2016)

In addition, Laura expressed that inner peace activities contributed to her wellbeing, by helping her focus her attention and avoid multitasking. At the same time, her mindful attitude helped her decrease negative emotions often caused by worrying about the future. Laura emphasized that both the theory and practice seen in the university practicum sessions facilitated the transference to daily life situations. With respect to her academic life, Laura seems to have been highly engaged because MPLAs were a novelty. As she expressed in her second interview, "well, I think it's like an innovative topic that I haven't ever focused on, so it's interesting, it's kind of like new, I feel like very motivated, and I want to do it in my classes" (Interview 2, May 13, 2016).

Moreover, she thought the intervention in the university practicum sessions had influenced her with plenty of innovative ideas to cultivate peace in her EFL classroom. As she expressed,

Now I have so many ideas like to handle like behavior, classroom behavior, I don't know, I liked the thing with the sparkling... bottle that somebody showed. I don't know. There are simple things that I never thought that maybe could help

in the classroom. (Interview 2, May 13, 2016)

Most importantly, Laura said to believe in MPLAs because they were a useful tool that could help transform society.

Mode for the implementation of MPLAs in the EFL classroom

During the practicum course semester, Laura made reference to the importance of teaching peace explicitly and through experiential learning approaches. In her second interview, she remarked she wanted to teach peace not by referring to peace but by engaging students in peace activities. In relation to the implementation of MPLAs in her own classes, Laura believed it would be important to teach both verbal and non-verbal forms of language through experiential activities and reflection. She sustained that MPLAs were fundamental because she strongly believed in educating for social revolution, and through such activities, the world could be transformed at multiple levels. She stated the teaching of peace should be a joint effort, involving teachers all across the world, and that the change in society depended on each one of us. In her own words,

I think that if many teachers would start implementing peace activities we could live in a better world: harmony among ourselves and with the other (family, friends, and people from other cultures as well as religions, and with our mother earth). (Journal entry 3, May 6, 2016)

Emotions about incorporating MPLAs in the EFL classroom

As the time to practice approached, even though Laura strongly believed in MPLAs she started to experience more negative emotions, which seemed to be triggered by her insecurities about adopting holistic approaches for the first time, and by having to implement MPLAs in traditional educational settings. Not only did she refer to her classroom practices as a pre-

service teacher, but she also expressed her worries of not being a successful peacebuilder when she becomes an in-service teacher.

Laura said to experience fear when she thought about how to incorporate in her own EFL classroom the ideas she was learning in the university practicum sessions. In addition, she experienced anxiety, which seemed to be provoked by the uncertainty of the possible outcomes of such implementation. In her third journal entry she wrote:

I do feel very anxious about implementing this, I don't know how it will go but I will try my best to foster peace because I believe that education (together with families) is a pivotal tool that can change this world for the better. (Journal entry 3, May 6, 2016)

Laura was also scared about innovating in traditional educational settings because she was not sure how school authorities would react. As she reflected on in her third journal entry,

I was thinking of institutions as schools or private institutes which may think these activities are irrelevant I'm not sure whether this happens or not, but I'm scared the authorities do not believe in this. (Journal entry 3, May 6, 2016)

In order to try to regulate her emotions, Laura said she tried to incorporate the techniques to enhance inner peace learned in the university practicum sessions, especially mindful breathing. In spite of the fear and anxiety, Laura seemed decisive to incorporate MPLAs in her classroom practices because, as mentioned earlier, she strongly believed in educating for social transformation.

Peace dimensions to be fostered in the EFL classroom

At mid-semester, Laura thought of cultivating various dimensions of peace in her own classroom through a variety of techniques and resources. For example, she expressed she

wanted to enhance the inner dimension through contemplative practices including journaling and yoga to lower students' anxiety and help them to relax in the classroom. Moreover, she thought she would like to foster the intergroup dimension through art, including music and craft, the intercultural dimension through cultural content and the fostering of values, and the ecological dimension, through awareness raising on environmental problems. As she wrote when reflecting in her journal,

I would like to foster tolerance and acceptance towards other cultures, thus I'm not only thinking of including song, traditions, beliefs, tales from different cultures but also to teach how to respect, to address people who live differently than each of the students. As for environmental peace, I would mainly like my students to recycle paper and not to waste it, I want them to take care of the earth but for this I will have to refer to the environmental problems we are facing nowadays. (Journal entry 3, May 6, 2016)

The purpose of teaching English at elementary level in the Argentine context

When asked again about the purpose of teaching English to young learners, Laura seems to have held the belief that the teaching of English at elementary level in the Argentine setting had to serve the purpose of fostering peace at different levels. She believed that apart from the linguistic competence, the teaching of English should foster values to help learners respect each other, be more kind, and appreciate and respect diversity and other cultures.

Participant's understanding of peace

As regards her understanding of peace, Laura explicitly expressed that her beliefs had changed since the first time she had thought about this. At this point in the semester she learned to understand peace as a positive concept instead of associating peace merely with the absence

of violence or war. In her second interview she said,

I could say peace is like a term with a positive connotation. Peace is not just talking about these topics, wars, and those things, because that was the only thing that came to my mind, it's not only that, but then we should think about peace every day, in every field, education, with the family, the way we communicate, gestures, yeah. (Interview 2, May 13, 2016)

Laura came to believe peace was harmony that could be attained at multiple dimensions, achieved by ordinary people in their everyday lives, and that it could be expressed through words, actions, and gestures. That is, she learned that the language of peace included both verbal and nonverbal forms of language.

4.2.2.2. Beliefs, emotions, and actions regarding peace and MPLAs as manifested in lesson planning and in-school teaching experience. The analysis of the data at this stage, which involved comparing Laura's beliefs and emotions as expressed in the second interview and journal entries, with the findings obtained from the analysis of the lesson plans and field notes from classroom observations, indicates that most of the beliefs and emotions Laura revealed to have about peace and MPLAs seem to have been reflected in her actions in the EFL classroom, including what she thought about the purpose for teaching EFL in general, her understandings about peace, the peace dimensions to be fostered, the techniques to use when incorporating MPLAs, and the emotions she experienced about having to incorporate MPLAs in her teaching and what she said to feel (and seemed to feel) in the real context. However, it is important to note that although Laura believed in the explicit and reflective teaching of peace, at the beginning she was unable to enhance peace consciousness.

4.2.2.2.1. *Beliefs and emotions about peace and MPLAs reflected in actions.*

The purpose of teaching EFL at elementary level in the Argentine setting

Laura believed that the teaching of EFL should consider the teaching of values together with enhancing the linguistic competence. The analysis of the data collected through lesson plans and field notes from classroom observations indicate that Laura acted according to what she believed. In each class and MPLA she designed and taught, Laura integrated the teaching of values with the teaching of language with the purpose of developing grateful, kind, respectful young learners.

Participant's understanding of peace

The analysis of the lesson plans and field notes from classroom observations show that there was coincidence between what Laura understood by peace at mid-semester and what she did and taught in the classroom. Laura's belief that peace implied achieving harmony at multiple levels through the choice of words and gestures was reflected on the MPLAs she planned and chose to teach. Moreover, her peaceful way of handling problematic situations in the classroom gave evidence of her view of peace as involving conflict resolution through peaceful attitudes and words, and not solely as the absence of conflict.

Peace dimensions to be fostered in the EFL classroom

The content analysis of Laura's lesson plans indicate that Laura and her pedagogical pair included MPLAs in six lessons. It is important to note, however, that Laura fostered peace all throughout her lessons with her attitude and behavior, which reflected her belief about the importance of being a role model when incorporating MPLAs in the classroom. Two of those lessons contained a whole MPLA sequence, including the importance of recycling to foster environmental peace, and a reading sequence to learn about classroom principles and foster

intergroup peace. The other four lessons combined MPLAs aimed at fostering inner peace with regular language activities.

Overall, there was consistency between the peace dimensions Laura believed should be cultivated in the EFL classroom at elementary level and what she planned and taught in her classroom. Laura fostered the inner, ecological, and intergroup peace dimensions. Laura's favorite MPLAs were those that aimed at facilitating inner peace because she thought they were engaging for kids and required few materials and little time when planning. In her own words,

As for the mindful breathing technique, I think it is something very innovative that it only requires instructions and not much time/material to implement it. I could call the attention of young learners and at the same time foster group work.

(Journal entry 5, June 3, 2016)

This belief also matched her actions when planning and teaching MPLAs, as she frequently fostered inner peace in her classroom through mindful listening and breathing exercises. However, it is important to note that in her reflections Laura had highlighted the idea that English teaching should consider the development of intercultural competence, and interestingly, she did not plan or teach activities aimed at fostering intercultural peace specifically.

Techniques for the implementation of MPLAs in the EFL classroom

Laura taught MPLAs through videos and experiential activities to foster ecological peace, specifically through arts and crafts. She also made use of contemplative practice techniques to cultivate inner peace, including mindful breathing, mindful listening, and visualization. These techniques and resources were consistent with what she had envisioned during the first weeks of MPLA intervention in the university practicum sessions. The MPLAs

were either adapted from ideas taken from the university practicum sessions, or they had been designed by Laura and David. This also reflected what Laura had expressed in one of her journal entries when she said that she valued the university practicum sessions because they had provided her with concrete ideas to teach MPLAs in the real classroom context.

Emotions about the incorporation of MPLAs in the EFL classroom

There was also agreement in relation to the emotions Laura experienced before her classroom practices about having to incorporate MPLAs, and what she actually experienced when teaching. Before teaching, as mentioned earlier in this report, Laura had said to feel interested and happy about the possibility of incorporating MPLAs in her classroom because she strongly believed in MPLAs. Her positive emotions seemed to persist during her practices as she held the belief that MPLAs could help educate for a better world. However, before teaching Laura had also confessed being anxious about having to adopt a new approach in the EFL classroom partly because she was uncertain of the possible outcomes. During the first week of her teaching practices Laura's anxiety was evident. She expressed and showed to be anxious and overwhelmed, which prevented her from making wise decisions in the classroom and from creating a pleasant learning atmosphere. Laura spoke in a loud voice and the pace of her lessons was too fast. As she expressed in her fourth journal entry,

I found it a bit difficult to transmit peace or create a peaceful environment. I think I feel very anxious when I'm teaching, thus it is hard to control this emotion and relax. But I'm working on this and I hope to become better at implementing peaceful activities because I believe in them and I would like to keep implementing them in the future. (Journal entry 4, May 20, 2016)

4.2.2.2.2. *Beliefs and emotions about peace and MPLAs partly reflected in actions.*

Mode for the implementation of MPLAs in the EFL classroom

At the beginning of her teaching practices, Laura's actions were not in complete alignment with her beliefs about the mode to follow when teaching the language of peace. Laura had said to strongly believe in reflection because she thought that it was through awareness that the implementation of MPLAs could be meaningful and transferable to new situations.

However, the analysis of the field notes from the classroom observations indicate that at the beginning of her teaching practices Laura had difficulties in raising students' awareness on the importance of multidimensional peace. Laura's challenge seems to have been due to the anxiety she experienced, partly caused by her concern about students' behavior, and by having to attend to multiple situations in the classroom. This, in turn, led her to forget about important parts of the lesson plan. After discussing and reflecting on her practices with her peer and supervisor, however, Laura started to implement breathing techniques to increase her inner harmony, lower her anxiety, and thereby, be able to teach mindfully.

4.2.3. Laura's Beliefs and Emotions About Peace and MPLAs *After* the Practicum (with comparison to her earlier beliefs and emotions)

The thematic analysis of the data collected through the third interview and the narrative frame after the practicum reveals the emergence of the following themes regarding Laura's experiences related to peace and the implementation of MPLAs: The purpose of teaching EFL at elementary level, the planning and the outcomes of incorporating MPLAs, and her emotions about implementing MPLAs.

The purpose of teaching EFL at elementary level in an Argentine setting

After the practicum experience Laura insisted on the importance of developing both the linguistic and the intercultural competence, as she maintained the belief that education was the most powerful tool to transform society. She also emphasized the importance of teaching language together with values in the EFL classroom.

Planning lessons with MPLAs in the EFL classroom

In her reflections after the practicum, Laura expressed that she found it challenging to integrate language and values when designing the lesson plans at the beginning of her practices. Laura expressed that she and David followed the syllabus they were given but at the same time they added contents to foster values and teach holistically. In light of this, Laura considered that the English textbook provided by the school did not include the explicit fostering of peace or many meaningful activities. As Laura stated by the end of term, “I didn't like that the activities they were like, I don't know, sometimes they didn't have so much like sense, like the context”. (Interview 3, June 20, 2016)

In order to promote multidimensional peace explicitly, Laura and her pedagogical pair had to be resourceful and creative to add ideas and adapt most of the activities provided by the English textbook.

Outcomes of teaching lessons with MPLAs in the EFL classroom

Reflecting retrospectively, Laura thought that students enjoyed working with the MPLAs because they found them innovative, meaningful, and memorable. In her opinion, creativity and innovation facilitated students' motivation. She thought that the last class in particular reflected the outcomes of MPLAs in her classroom practices. “The last class we did an intergroup peace activity in which we made a circle, we held our hands, and we had to say

positive things about the person next to us. That was very deep". (Interview 3, June 20)

She believed this class was memorable because students had the chance to express their emotions, which was something unusual to do in the EFL classroom. In this vein, she expressed:

I think it was kind of like something challenging for all of us, yes, and at the end I don't know we ended up crying, and the teacher also cried, but it was good, I think we all needed that, right, that moment. (Interview 3, June 20, 2016)

Laura remarked that at the end of her practices she was able to enhance reflection when teaching MPLAs. She said to strongly believe in reflection because she thought awareness was essential to make an experience meaningful.

Emotions about the implementation of MPLAs in the EFL classroom

Through practice and reflection, it seems Laura was able to shape her thoughts, regulate her negative emotions, and transform her actions, which enabled her to teach meaningful lessons and thus experience strong positive emotions after the practicum, including joy, fulfillment, and triumph. In order to explain her strong positive emotions, it becomes important to refer to her initial teaching experiences and the actions she took to manage her anxiety.

I was a bit over enthusiastic so I transmitted that to my students. I was super active so I had to learn to relax. I think it's good, but sometimes it can be too much energy when you can't calm down, so if I saw that students were also a bit over-excited, I asked them to breathe with me and it was like we all calmed down. (Interview 3, June 20, 2016)

It seems that in the hope of trying to make the best of her practices, Laura did not know how to manage her anxiety. Once she became aware of her anxiety, of how it negatively impacted the students, and of the possible reasons for experiencing such emotion, she employed

techniques to increase her own peace and be more mindful of her actions. Laura's worries and anxiety at the beginning seem to have been related to the preconceptions she had of the group. During the first weeks of classroom observations she and David had been warned about students' serious discipline problems.

They told us that third grade was like one of the worst...yes, so we thought it was going to be really hard, because if they are telling us that, I don't know, so we started with this like, I don't know, yes like view of the class, and we could notice that they were behaving sometimes bad, and I was thinking..."oh my gosh, what am I going to do if they are fighting like this". (Interview 3, June 20, 2016)

However, reflecting retrospectively, at the end Laura believed that her creative and meaningful lessons positively influenced the young learners, and that she was able to live an enjoyable experience as opposed to what she had been told. As she stated,

I think as we were making fun classes and then we tried like relate this content with things that they like, I think that those things made them like more to participate, and not to be like fighting, and focus on other things, so at the end I think that the class was like a normal class. (Interview 3, June, 20, 2016)

Laura felt proud to be known in the school for having achieved a goal that the rest of the school teachers were not able to accomplish.

I think it's just like a stereotype that most teachers have with that class, but then when they were observing us, they were like "wow, they really like English, they are participating, they are like this", I am like "yes!, they really want to learn, they are great students", sometimes we don't like get like the class interested

enough to call their attention. (Interview 3, June 20, 2016)

Through an innovative teaching approach and a peacebuilding attitude it seems Laura was able to cultivate harmony in a challenging classroom environment. After the practicum Laura felt joyful and fulfilled. Laura's triumph was related to her performance and development in regard to teaching EFL in general, and specifically, the evident ways in which the promotion of multidimensional peace seems to have transformed the classroom environment.

4.2.4. Differences in Laura's Beliefs and Emotions About Peace and MPLAs

Throughout the Practicum

By comparing the findings obtained before, during, and after Laura's practicum experience, it can be observed that most of Laura's beliefs and emotions about peace and the implementation of MPLAs seem to have been transformed. Through awareness of her process of learning to teach, she was able to confirm some beliefs, expand or reconceptualize others, manage her emotions, and consequently, change her actions. On the one hand, the beliefs that seem to be transformed to greater extent were those related to her understanding of peace and the way peace should be fostered in the EFL classroom, including the mode, the teaching techniques, and the peace dimensions that she considered most appropriate. On the other hand, Laura's beliefs about the purpose of educating for social transformation remained strong and rather stable, which seem to have had a great impact on her emotions and actions during her practicum journey. In addition, the practicum seems to have provoked different emotions in Laura. Although she experienced similar type of emotions throughout the semester, it was the intensity of these emotions that seems to have varied more clearly when she was immersed in the real classroom context. Moreover, after the practicum new positive emotions seem to have

emerged from reflecting on her development and on the powerful influence of her teaching approach.

4.2.4.1. Beliefs and emotions about peace and MPLAs that were transformed.

Participant's understanding of peace

As a result of the practicum experience, Laura seems to have shifted from associating peace with negative peace, to relating peace with a positive concept. Through the intervention of MPLAs, which followed models of positive peace and experiential learning, Laura understood that peace implied achieving and expanding harmony at multiple levels, even in the presence of conflict. In addition, the MPLA intervention seems to have helped her raise awareness of what she thought, felt, and did in relation to peace both in her personal and professional life.

Mode for the implementation of MPLAs in the EFL classroom

The practicum experience seems to have convinced Laura that peace should be taught explicitly through direct experience and reflection instead of enhancing it in implicit ways, as she used to think before the intervention. When reflecting on her personal experiences with peace early in the semester, Laura had said that only when she saw and felt the presence or absence of peace she realized about its importance. Over time, she seemed to confirm this idea that awareness and experiential activities were paramount in the classroom in order for students to find the MPLAs meaningful and transferable to new situations.

Techniques and resources for the implementation of MPLAs in the EFL classroom

Before the intervention, it seems Laura could not think of techniques to teach peace in the EFL classroom. She imagined cultivating peace by teaching history or culture, and especially by having a peaceful attitude. Whereas throughout the course she remained believing

in the importance of being a role model, she learned a variety of experiential activities that implied the use of different techniques to promote multidimensional peace, such as visualization, mindful breathing and listening, and arts and crafts, among others.

Peace dimensions to be fostered in the EFL classroom

The practicum experience seems to have helped Laura expand her beliefs about what levels of peace to focus on in the EFL classroom at elementary level. At the beginning of the semester Laura constantly emphasized the importance of developing the intercultural competence and the inner dimensions. Over the semester, however, Laura seems to have expanded the peace dimensions she thought that should be developed, as well as the reasons for including them in the EFL classroom. Laura became conscious of various motives for working with the inner, interpersonal, intergroup, and ecological dimensions at elementary level that related to students' specific needs, such as being able to manage emotions, focusing their attention in class, respecting their classmates, and learning how to recycle at home and in the school.

Emotions about peace and the implementation of MPLAs

As described previously in this chapter, Laura seems to have experienced both positive and negative emotions in the practicum. Whereas some emotions remained similar throughout the semester (although they varied in terms of their intensity), others seem to have emerged as a result of the participant's lived experiences in the practicum, including the university practicum sessions, her own teaching experience at elementary level, and her beliefs about teaching MPLAs.

Before and during the practicum, Laura seems to have experienced ambivalence. She felt interest and happiness for having the opportunity to be part of an innovation, and to be

encouraged to implement MPLAs in her own classroom. At the same time, she experienced anxiety partly provoked by insecurity for having to adopt a new approach without knowing what the outcomes would be. During the semester, the implementation of MPLAs in the university practicum sessions seems to have helped her improve her wellbeing and increase her positive emotions in her personal and academic life. However, at the beginning of her teaching experience, the feelings of anxiety and insecurity seem to have intensified. Laura experienced fear and anxiety due to the difficulties she had when implementing MPLAs for the first time in the real context and because of the pressure she felt in having to manage discipline to change the classroom environment of third grade. By becoming aware of her emotions, thoughts, and actions, Laura was able to control her anxiety and transform her practices. Toward the end of the practicum Laura felt strong positive emotions, mainly fulfillment, joy, and triumph, for having been able to improve her teaching practices, more specifically the teaching of multidimensional peace, and thereby, make a difference in third grade. (See Table 8 for a description of Laura's emotions and the sources for experiencing such emotions throughout the practicum semester).

Table 8. Laura’s Emotions and Triggers About Peace and MPLAs Before, During, and After the Practicum

Emotions and Triggers Before Practicum		Emotions and Triggers During Practicum ⁸		Emotions and Triggers After Practicum	
Interest; happiness	MPLAs were innovative and valuable	A:Enthusiasm; optimism;	MPLAs impacted positively her life	Joy; fulfillment; triumph	Outcomes were successful.
	Insecurity about students’ reactions and outcomes		Difficulties in incorporating MPLAs; concerned about students’ behavior		Improved her practices and transformed the classroom reality
Anxiety		B: Fear; anxiety			

4.2.4.2. Beliefs about peace and MPLAs that remained similar.

Purpose of teaching English at elementary level in the Argentine setting

Laura’s belief about teaching English for social transformation seemed to remain strong and rather stable throughout the semester. In fact, she had said this was one of the reasons why she had a strong interest in implementing MPLAs in her own EFL classroom, as such activities could help develop more open minded, kind, respectful, and responsible citizens. The thought of being an influential teacher through the inclusion of MPLAs made her feel fulfilled and proud by the end of her practices.

4.2.5. The Role of Self-reflection in Laura’s Teacher Development

The findings obtained before, during, and after Laura’s practicum experience give evidence of the ways in which self-reflection helped Laura grow as an EFL teacher and peacebuilder. Through reflection, Laura became more mindful of her beliefs, emotions, and

⁸ This stage is divided into A, which makes reference to the university practicum sessions, and B, which makes reference to the in-school teaching experience.

actions regarding, among other aspects, peace and the cultivation of peace in her classroom.

Awareness of beliefs, emotions, and actions

With respect to Laura's own beliefs about the role of reflection, she expressed that the instances of reflection throughout the course were invaluable to develop awareness of one's process of learning to teach. In light of this, she thought self-reflection served the purpose of self-evaluation. As she said in her last interview,

One thing is to like live the experience, and that's it, and then leave it and think in your mind, sometimes the thoughts, they come and they go so another thing maybe is like to write them, or tell them to somebody else, so you can [uhhm], first of all, you become more like aware of what did you do so far, either if you are going in the right path or the wrong one, or what do you need to change.

(Interview 3, June 20, 2016)

In relation to the different reflective artifacts, Laura preferred to reflect orally with her peer and supervisor right after teaching her classes, as this allowed her to think about the specific actions she had taken in the classroom. Moreover, she valued the various forms of written reflections as these offered the possibility to consult them whenever it was necessary. In her own words, "I could go back, and I could read, so I liked the fact of writing things and leaving them on a paper, because you can go back whenever you want". (Interview 3, June 20, 2016)

Apart from her own insights on the importance of reflection, Laura's report on her practicum journey shows ample evidence of the ways in which reflection contributed to her professional growth. As it was mentioned in different instances in this chapter, by making sense of her process of learning to teach, Laura was able to shape her way of thinking, feeling, and

acting toward the teaching of EFL and the language of peace, which led her to develop and have a transformational practicum experience.

As detailed above, there is no doubt that Laura's practicum experience was meaningful and transformational. The next section of the chapter provides a thorough report on David's lived experiences throughout the practicum course.

4.3. Humanizer David

We should teach language and values. They can coexist. Because for example, when we try to set some principles of behavior we try to teach them values about how to be respectful to another person. We are constructing or building citizens, let's say. (Interview 1, March 28, 2016)

David was a kind and understanding practicum student. David showed to be cooperative when reflecting; making sure that the researcher understood what he wanted to say. Before entering the practicum, David had previous teaching experience in various levels. He taught at upper grades in primary level for six months, at high school level for five months, and at a local English institute for four months. In addition, he had two years of private tutoring experience. At the time data for this study was collected, David had good academic standing in the program of studies. He expressed to feel quite confident and highly motivated to start the practicum. (See Table 3 in Chapter 3)

From the very beginning, he mentioned he had special interest in teaching values in the classroom. He showed enthusiasm to be part of this study involving the language of peace, and he was intrigued to know how MPLAs had worked in other contexts, as he said it was the first time he had heard of fostering peace explicitly in the language classroom. Below is a report on

David's journey in the practicum with respect to his lived experiences involving peace and the intervention of MPLAs, his transformation in the process of learning to teach MPLAs, as well as the role of reflection in his development as a teacher.

4.3.1. David's Beliefs and Emotions About Peace and the Teaching of Peace *Before the Practicum*

Similar to his pedagogical pair, the thematic analysis of the data collected through the first interview before the practicum led to the emergence of four main themes, including the purpose of teaching English to young learners, what he understood by peace, how he thought peace should be taught, and emotions about the idea of including MPLAs in his EFL classroom in the near future.

The purpose of teaching English at elementary level in the Argentine context

David thought that the teaching of English at elementary level in the Argentine context should promote communication, both because English is an international language and can be used to communicate in a globalized world, and also because it can serve to foster open-mindedness and respect for cultural diversity. In addition, from the beginning of the semester, David emphasized the importance of having a holistic view of the learner, as he said that teaching of English should combine the teaching of language and the teaching of values with the purpose of developing the whole person. As he said in his first interview,

You have this human side of the teaching that you have to take care of the students. Of course this will not happen overnight. But as long as you teach them the language, you have to teach them certain things, to prepare them for life. Teaching language and values, for example. They can coexist. (Interview 1,

March 28, 2016).

Participant's understanding of peace

In the first interview, David expressed that his opinions on what he understood by peace had changed recently because of personal and professional experiences. For example, whereas before he used to understand peace as silence and as the absence of conflict, his relationship with his girlfriend had influenced him in understanding that peace implied inner harmony, negotiation, and he was able to relate this experience to other life situations. As he further expressed,

I realized that to achieve peace in a way you are negotiating all the time. Not only with your girlfriend, wife, whatever, but with people in general. When you go into society you negotiate with a teacher, with a student, with a friend, with the guy from the candy shop. Whatever. (Interview 1, March 28, 2016)

Similarly, David believed that in the classroom peace could also be achieved by negotiating and developing empathy with the students.

And then, when I was a substitute teacher I learned that those experiences made me reflect because the school where I went to teach there were certain students that were kind of trouble makers, and I started to talk to them, I started to listen to them to relate with them, and they started telling me about their lives and the many problems they have. (Interview 1, March 28, 2016)

However, he explained peace is not a stable or concrete construct, but instead dynamic and involving different levels.

I realized by talking to them and reflecting always, that there is no state of peace, to me there are peaceful moments, it's not stable, you look for it. You can have

peace inside and there can be peace outside. (Interview 1, March 28, 2016)

David admitted he found it challenging to define peace, and he expressed he was not sure what were considered peace activities.

Mode for the implementation of MPLAs in the EFL classroom

When asked about how he imagined promoting peace in the EFL class, David said he would teach peace implicitly and indirectly by being a role model or through certain techniques and classroom strategies to foster negotiation and collaborative work. For him, inner peace was essential in order to be able to experience peace at other levels.

Emotions about incorporating MPLAs in the EFL classroom

As for his emotions about incorporating peace activities in his own classroom, before the MPLA intervention David thought it would be an exciting idea so as to transform society. “I think I would totally agree to incorporate those activities because they will contribute to the social aspects of the students. I don’t know how they are made or what they consist of”.

(Interview 1, March 28, 2016)

Moreover, he thought that working with MPLAs in a way would help him humanize teaching. In his own words,

I think these peace activities will make me feel more aware of my role as a teacher, as a human being, also, I don’t know, I think it would be gratifying, enriching, for me, I think, maybe for the students also. (Interview 1, March 28, 2016)

At the same time, he felt anxious because he was unsure about the possible outcomes and effect of MPLA in students, so it seems that he was experiencing ambivalence just as his pedagogical pair, Laura.

4.3.2. David's Beliefs and Emotions About Peace and MPLAs *During* the Practicum (with comparison to his earlier beliefs and emotions)

4.3.2.1. Beliefs and emotions about peace and MPLAs experienced in the university practicum sessions. The analysis of the thematic data collected through the second interview and the journal entries reveals several themes in relation to David's beliefs and emotions about peace and MPLAs during the practicum course. David made reference to his beliefs and emotions about the intervention in the university practicum sessions, the cultivation of peace in his future EFL classroom (including the mode to be used when implementing MPLAs and the peace dimensions he would foster), the purpose of teaching English to young learners, and his understandings about peace.

Outcomes of the MPLA intervention in the university practicum sessions

The implementation of MPLAs in the university sessions seem to have influenced David's personal and academic life in various ways by shaping his thoughts and emotions, and by offering him useful techniques and resources to implement similar activities in his own classroom.

David valued the experiential approach used in the intervention because he was able to experience tranquility and be mindful of his thoughts, emotions, and behaviors in his daily life. "It's quite interesting also to experience that as a learner, because when doing those activities like you relax, you become aware, of your environment, of yourself" (Interview 2, May 13, 2016).

He believed that only when teachers are peaceful and mindful they can cultivate peace in their students. In regard to the influence of MPLAs in his life as a practicum student, he said

that these activities influenced him as they helped him to regulate his emotions through self-talk and relaxation techniques to reduce the negative emotions experienced during the course. For example, when he started doing his classroom observations David experienced fear, caused by knowing that he would have to teach in a challenging classroom context. In light of this, David said the intervention of MPLAs helped him increase positivity by cultivating optimism. Additionally, the intervention provided him with useful ideas on how to teach the language of peace in his own classroom, thereby provoking a sense of relief and hope. As he wrote in the second journal entry,

These [this] categorization made [me] reflect on how peace related techniques can be applied easily in the classroom. The feeling that these activities provoked in me was that of relief. I was able to see that there are plenty of ways to relax and find peace, whether inner or with someone else. (Journal Entry 2, April 22, 2016)

Mode for the implementation of MPLAs in the EFL classroom

In relation to David's opinions on the implementation of MPLAs in his future classes, at this point in the practicum course he said he imagined he could foster peace explicitly by engaging students in group work through which they can discuss about their understandings of peace through art work. David thought that during these types of activities he would be a guide to encourage negotiation through the use of peaceful language among the group members.

Emotions about incorporating MPLAs in the EFL classroom

In his second interview, David demonstrated enthusiasm toward MPLAs because they were innovative and meaningful. More specifically, he emphasized that the approach used in the practicum was different and from other teacher education courses that usually focus on teaching theories and techniques. In his own words, "it is different because we're used to seeing

theory in relation to teaching, and activities to learn the language, not learning how to foster peace. That is different” (Interview 2, May 13, 2016).

At the same time, David felt somewhat insecure and concerned about the potential outcomes of the MPLAs. His negative emotions increased when he started doing classroom observations and he saw that students had serious discipline problems. However, David seemed to show signs of agency in thinking of possible ways to overcome the challenging situation and his strong negative emotions.

Yesterday I went to observe to the school and there was this kid, she was 8 years old, and what I observed about her is her aggressive behavior towards her classmates and I started thinking like, ‘why are you doing this?’ There was a kind of feeling of fear and I thought... ok, [David], ‘what would you do if you were the teacher and that situation happened to you?’ And so I had to think, because there was a strong feeling and I thought, ‘ok, I don’t know’, ‘ask her about her interests’, because I mean it’s not like you can punch the kid, right? you have to be... try to use pedagogical strategies to “tackle” that problem. (Interview 2, May 13, 2016)

Even though he believed it would be possible to integrate language and peace in the classroom, he did not know how to do it specifically, and how students would react to such approach.

(...) also I think I feel like, I don’t know, it is not confused, but to know how to proceed to do that, if there’s a right way or a wrong way, because since it is something new, I... I mean, there is [said with emphasis] theory about that, but I don’t know, it’s like different. (Interview 2, May 13, 2016)

David hoped to have inner peace and to be mindful in his own classes to be able to

transmit the same to his students.

Peace dimensions to be fostered in the EFL classroom

At mid-semester, David expressed he would like to foster the inner and interpersonal dimensions of peace with the purpose of establishing positive relationships in the classroom. As he wrote in his third journal entry, “I would like to foster the inner and interpersonal dimension of peace to build stronger relationships between students and to boost their self-esteem” (Journal entry 3, May 6, 2016). He then continued: “peace language activities can help creating [create] a free environment in which students can express themselves without being judged or discriminated” (Journal entry 3, May 6, 2016). Moreover, David emphasized the importance of cultivating inner peace first because it would positively impact all the other dimensions.

The purpose of teaching English at elementary level in the Argentine context

At mid-semester, David thought the teaching of English had to do with fostering communication and values. Given that English is an international language, David thought teachers should teach English to help students be part of a globalized world. In addition, he expressed that teaching a foreign language implies the teaching of values, and that both aspects should be integrated in the classroom.

I think the values embrace the teaching of English. Values have to do with culture, because we have a set of values regardless of the language. So I think it is impossible to separate them. You may teach them in Spanish or in English.

But you need to teach them. (Interview 2, May 13, 2016)

David highlighted the importance of fostering values in the classroom to help learners develop as persons, as citizens. “You need to make students aware of the values, because they will be citizens, they are [said with emphasis] citizens” (Interview 2, May 13, 2016). In this

vein, he believed the MPLAs are directly connected to his views of teaching English because such activities are aimed at enhancing values, such as respect, empathy, and kindness, among others.

Participant's understanding of peace

At mid-semester, David thought peace does not necessarily involve the absence of conflict, but that peace implied dealing with conflictive situations through the use of peaceful language and peaceful behaviors. When he was asked about his views, he stated: “[peace is] to change a negative situation into a positive one and to deal with that situation” (Interview 2, May 13, 2016). In this vein, David believed peace is a dynamic state of harmony. “I think that peace is not that there is no struggle in the world; peace is maybe a state, an emotion also” (Interview 2, May 13, 2016).

For David defining peace was still difficult to explain. However, he stated it is easy to become aware of peace when it is experienced, more specifically, seen or felt.

4.3.2.2. Beliefs, emotions, and actions regarding peace and MPLAs as manifested in lesson planning and in-school teaching experience. Mainly consistencies have been observed with regard to David's beliefs and emotions about peace and MPLAs and his actions as manifested in lesson plans and in school teaching experience. Based on the analysis of the second interview and the journal entries as compared to the analysis of the lesson plans and the field notes from the classroom observations, David's actions seem to have reflected what he believed about the purpose and importance of teaching English at elementary level, what he understood by peace, and what he thought about fostering peace in the EFL classroom. In addition, the emotions David had experienced about the idea of incorporating MPLAs in his own classroom also seem to have been in consonance with what he experienced in the real

classroom context. In spite of the many coincidences, however, his ideas about the techniques to use during the implementation of MPLAs were only partly reflected in his actions.

4.3.2.2.1. Beliefs and emotions about peace and MPLAs reflected in actions.

Purpose for teaching English at elementary level in the Argentine setting

As mentioned above, David believed that the teaching of English should combine the teaching of language and the teaching of values with the purpose of developing the whole person. The fostering of values in his language classes was reflected explicitly through the implementation of MPLAs and also by being a role model in every class he taught. David had a peacebuilding attitude showed by expanding love, empathy, and respect in the classroom. Students seem to have appreciated this and responded accordingly. He always made efforts to create an enjoyable learning atmosphere and a democratic classroom. Even though at the beginning he did not know how to set limits to young learners or manage the group, with practice he was able to develop a stronger presence.

Participant's understanding of peace

David's understanding of peace was also reflected all throughout his classes. David had associated peace with a way of handling struggle through the use of peaceful language and peaceful behaviors. In many occasions, David had to attend to conflicting situations among students, and he tried to increase harmony through negotiation and the teaching of important values. His peaceful attitude seems to have had a positive effect, which led to having a better classroom atmosphere.

Peace dimensions to be fostered in the EFL classroom

David, in the same way as his pedagogical pair Laura, incorporated MPLAs in six lessons. Whereas two of those lessons included whole sequences aimed at reflecting peace through literature and through videos and crafts, the other four classes contained an individual

MPLA combined with regular language activities. David's beliefs about the importance to foster the inner and interpersonal dimensions of peace to build a respectful and enjoyable atmosphere in the classroom and to help students focus their attention were clearly shown in his lesson plans and classroom actions. David was constantly trying to foster inner and interpersonal peace both through the activities he planned and through his actions in the classroom. As he wrote in the fourth journal entry,

I believe that focusing on the inner peace dimension can help young learners to reduce anxiety and focus their attention to the lesson. If a young learner is calmed, the rest of the class can perceive this. Therefore, if a group of students [is] are calmed, the classroom's atmosphere may become happier and more convivial. (Journal entry 4, May 20, 2016)

David's human side of teaching and concern for teaching values through inner and interpersonal peace activities were influential, and the outcomes were clearly seen in the last class in which students expressed gratitude to their peers and interacted in ways he would have never imagined.

Mode for the implementation of MPLAs in the EFL classroom

During the practicum David realized about the value of teaching peace explicitly in the classroom. For David, being aware of thoughts, emotions, and actions was essential in order to give meaning to an experience. Even if the techniques he believed in using to cultivate peace and the ones he finally used in the classroom differed in some aspects, through his actions he tried to enhance peace consciousness and reflection in his young learners.

Emotions about the incorporation of MPLAs in the EFL classroom

Both positive and negative emotions seem to have been reflected in David's actions when teaching. David had manifested being anxious and uncertain of the potential outcomes of the MPLA implementation. The analysis of the data collected through classroom observations give evidence of David's anxiety at certain moments of the lessons provoked by the challenges he had in handling unexpected situations during the implementation of MPLAs, including the difficulty to help students find meaning in what they were doing. For example, during an activity in which David was trying to get students to breathe and listen mindfully, he seemed overwhelmed for not being able to create a peaceful atmosphere because of students' excitement. In his own words, "some students were so excited because we had included the character of a famous TV show that they forgot to do the mindful breathing and relaxation" (Journal entry 4, May 20, 2016).

David had difficulties in managing the group, he was unable to get students to understand the purpose of the activity and therefore, students did not find meaning in what they were doing and did not make an effort to do it correctly.

As to his positive emotions toward the inclusion of MPLAs in the foreign language classroom, David had expressed interest and enthusiasm to implement them, and this was also observed during his classes. Although not everything worked in the way he had expected, he demonstrated to be optimistic, and perseverant and reflective, which led him to search for ways to improve the implementation of MPLAs and understand his own practices, as well as students' reactions toward the innovation.

4.3.2.2.2. *Beliefs and emotions about peace and MPLAs partly reflected in actions.*

Techniques for the implementation of MPLAs in the EFL classroom

David had initially thought of cultivating peace mainly through group-work activities involving negotiation and conflict resolution. However, his lesson plans and classes containing MPLAs included mostly individual and whole class activities, which aimed at enhancing peace through arts and crafts, contemplative practices, and videos, among other aspects. The differences between what he believed and did in the classroom seem to have been due to students' age and to the difficulties they had in focusing their attention. When David observed the classroom teacher and when he started teaching his lessons he became especially concerned about students' behavior and started to think of ways to cope with their lack of respect and attention.

4.3.3. David's Beliefs and Emotions About peace and MPLAs *After* the Practicum (with comparison to his earlier beliefs and emotions)

Similarly to his pedagogical pair, the main themes obtained from the analysis of the third interview and the narrative frame after David's practicum include the purpose of teaching EFL at elementary level, the planning and the outcomes of incorporating MPLAs, and his emotions about such implementation.

Purpose of teaching English at elementary level in the Argentine setting

After the Practicum, David kept thinking that the teaching of English should consider the teaching of human values, and this is the one of the reasons why he thought MPLAs were interesting and necessary to be included at elementary level. David was convinced that apart from teaching the linguistic competence, students needed to be taught values that would help

them become better persons and citizens.

Planning lessons with MPLAs in the EFL classroom

David thought that planning MPLAs was not difficult because he believed that these activities offered certain flexibility, as they did not have to be related to the topics included in the syllabus necessarily. However, he and his pedagogical pair made efforts to include MPLAs within the same theme of the regular language activities that were present in the English textbook. When planning MPLAs, he adapted the English textbook with the purpose of teaching the topics in meaningful ways, by adding human values to the regular contents that needed to be covered. David and Laura designed MPLAs both in English and in Spanish, depending on the activity and on its purpose. For example, the more guided activities, aimed at recognizing language, were taught in English. However, those activities that required more production, such as the one in which students had to say positive things about their classmates were meant to be performed in Spanish.

Outcomes of teaching lessons with MPLAs in the EFL classroom

David thought the outcomes of the MPLAs were highly positive. Even though he experienced certain difficulties, he thought the results were transformational because the implementation positively impacted students who were not used to these types of activities and teaching approaches. In fact, at first some students felt uncomfortable when having to express their emotions. David thought boys felt this way when expressing emotions in the classroom because they are implicitly influenced not to do so in their culture. As he remarked in the last interview, “I think they thought they would be less boys if they shared those kinds of feelings. I think so, this is my belief, and they shouldn’t do that. Only girls should do that. I think so” (Interview 3, June 20, 2016).

David believed the only difficult MPLA to implement was an activity aimed at

developing mindful listening because students got too excited and did not understand the purpose. Instead, he thought that the two most successful MPLAs were the recycling sequence and the interpersonal dimension activity carried out in the last class. David thought that the ecological sequence worked well because of the innovative materials, and because it involved a hands-on activity. As for the MPLA aimed at increasing interpersonal and intergroup peace carried out in the last class, he expressed he was able to see the immediate positive outcomes. When making reference to this activity, David said:

It worked well because the mood of the activity was set well, there was music that made them into this atmosphere. I got them to breathe so that they prepared to do the following thing. And then because they were able to say nice things to their partners, and also it worked well because they were two students that were not getting along, and they gave each other a hug. So that was the impact for me because, ok, they like hate each other and the boy hugged the girl because the girl was really sad, so I saw this is working. (Interview 3, June 20, 2016)

Through this activity, David was able to see how the MPLAs had influenced students' behavior and relationships in the classroom.

Emotions about the incorporation of MPLAs in the EFL classroom

David said to have experienced strong positive emotions at the end of the practicum, including joy, triumph, and high interest toward the fostering of peace in the EFL classroom. In his narrative frame after the practicum, he expressed "I think the implementation of peace language activities was of the most wonderful experiences that we as future teachers could have" (Narrative frame, June 20, 2016).

Even though he said to be concerned about the potential outcomes of the MPLA

implementation at the beginning of his practices, towards the end David felt joy and fulfillment when he was able to see the MPLAs had been transformational in the EFL classroom. “I believe that implementing these activities proved to give us a rewarding experience and to help us deal with the many types of stress that we face daily” (Narrative frame, June 20, 2016).

More specifically, toward the end of his classroom practices David saw that students had incorporated many of the values that he had cultivated over the semester, including respect, empathy, and kindness. In his last interview, David made reference to specific ways in which his holistic approach had transformed the classroom reality.

The very last class having this group of children saying nice things to their partners, I think that this was showing the human side. And I think that this human side emerged when one of the girls started to cry, they opened themselves, and although they are really, really, really young, they are human too, they have feelings. (Interview 3, June 20, 2016)

Through a humanizing teaching approach and attitude it seems David was able to change the reality of a challenging classroom environment.

Additionally, David felt proud for having developed hardiness over the semester. During his teaching experience he was overwhelmed because he did not feel identified with the type of teacher he had to be in order to get students’ attention and create a suitable learning atmosphere when implementing MPLAs. As he commented on in his last interview, “another strength is that I was able to develop a strong presence as a teacher, as a difficulty is that at first I wasn’t able to do that and that brought me difficulties when managing the group” (Interview 3, June 20, 2016).

At the end he was able to manage the group of third graders by being firm and nice. He then stated, “I realized that you had to control their behavior, because they are in a school, you

have to respect certain principles” (Interview 3, June 20, 2016).

David learned to develop a new identity by being empathetic but firm, and felt proud to have become a teacher with a strong presence. As he said,

(...) when the connection is made or created, the teaching and the learning changes. I don't know, it's like... I saw it, I mean I saw it for example in the last class, that it was different from the one when I started. They saw that I was a teacher, that they should work like this, that they should behave like that, they have to respect the principles. (Interview 3, June 20, 2016)

David said to feel strong interest and motivation towards the MPLAs and thought of incorporating them in different EFL classrooms when he becomes an in-service teacher.

4.3.4. Differences in David's beliefs and emotions About peace and MPLAs

Throughout the Practicum

The comparison of the findings obtained before, during, and after the practicum semester indicate that in David's case, whereas some of David's beliefs about peace and the implementation of MPLAs seem to have been transformed throughout the practicum many seem to have remained rather similar. Throughout the semester, David was able to reconceptualize some beliefs, confirm others, regulate his emotions, and consequently take action to develop as a teacher. The practicum experience seems to have led David to change his beliefs about the specific ways peace should be fostered in the EFL classroom. The beliefs that seemed to remain strong were related to the purpose of teaching English at elementary level, his understanding of peace, and the peace dimensions that should be fostered in the EFL classroom at elementary level. David's conviction in relation to these three aspects seems to have been highly influential

on how he felt and behaved during his practices. In addition, although he experienced similar type of emotions throughout the semester, the intensity of both the negative and positive emotions seem to have increased when he was immersed in the classroom context. Similarly to Laura, after the practicum David experienced new positive emotions, which resulted from reflecting on his development and on the outcomes of the implementation of MPLAs.

4.3.4.1. **Beliefs and emotions about peace and MPLAs that were transformed.**

Mode for the implementation of MPLAs in the EFL classroom

At the beginning of the semester, David thought peace could be taught implicitly and indirectly in the EFL classroom by being a role model, or through certain techniques and classroom strategies, such as negotiation and collaborative work. As a result of the implementation of MPLAs in the practicum course and from his own experience, he learned that it was more meaningful to teach peace explicitly in order to raise students' awareness on the importance of peace and help them transfer what they experienced in the EFL class in other life situations.

Emotions about peace and the implementation of MPLAs

David seems to have experienced both positive and negative emotions during his practicum journey. As with Laura, whereas some emotions remained similar throughout the semester, others seem to have emerged as a result of the participant's experiences in the course, including the intervention of MPLAs in the university practicum sessions, his classroom practices at elementary level, and his beliefs about teaching MPLAs.

As it was already explained, before the practicum David experienced ambivalence. He was enthusiastic about MPLAs and was highly interested in learning how to incorporate them in his own classes. At the same time, he felt anxious because he was insecure about the possible

outcomes of such implementation. Given that the activities were innovative and he had never thought of teaching peace explicitly before, David experienced enthusiasm and anxiety. During the implementation of MPLAs in the university practicum sessions, David's positive emotions seem to have increased, which helped him cope with the difficulties of the course, such as meeting deadlines and confronting fears during classroom observations generated by realizing about the difficulties he would have to face in the real classroom context. By this moment, David reconfirmed his strong beliefs about the importance of cultivating inner peace to be able to deal with problems more effectively. The first classes he taught, however, made David experience fear and powerlessness as he could not be seen as a teacher with a strong presence, and as he did not know how to best incorporate MPLAs in the context where he was teaching. With time he was able to adjust to the classroom context and together with his positive and reflective attitude he was able to manage his negative emotions, develop hardiness, and improve his teaching practices. At the end, David had concrete opportunities to see the positive outcomes of the MPLA intervention in his own classroom, which made him feel fulfilled, proud, and highly interested in these activities. Overall, David was able to reconfirm his beliefs about the importance of teaching values and of experiencing inner harmony. (See Table 9 for a description of David's emotions and the sources for experiencing such emotions throughout the practicum semester).

Table 9. David’s Emotions and Triggers about Peace and MPLAs Before, During, and After the Practicum

Emotions and Triggers Before Practicum		Emotions and Triggers During Practicum ⁹		Emotions and Triggers After Practicum	
Enthusiasm	MPLAs were Innovative and valuable to humanize teaching	A: Enthusiasm; hope; optimism; serenity	MPLAs impacted his personal and academic life	Joy; triumph; interest in MPLAs	Outcomes were successful. Transformed the classroom reality. Developed as a humanizing teacher
	Insecurity of outcomes	B: Fear; powerlessness	Difficulties in teaching MPLAs and in developing a strong presence		
Anxiety					

4.3.4.2. Beliefs and emotions about peace and MPLAs that remained similar.

Purpose for teaching English to young learners

Throughout the whole semester, David emphasized the important role values played in the EFL classroom. He strongly believed that the purpose of teaching English to young learners in this Argentine setting had to do with fostering communication through holistic and humanistic approaches, which of course included the teaching of values. As he said in his first interview,

We should teach language and values. They can coexist. Because for example, when we try to set some principles of behavior we try to teach them values about how to be respectful to another person. We are constructing or building citizens, let’s say. (Interview 3, March 28, 2016)

⁹ This stage is divided into A, which makes reference to the university practicum sessions, and B, which makes reference to the in-school teaching experience.

David held this belief throughout the practicum as he saw the urgent need to teach values in the third grade context in order to build a better relationship among students and between teacher and students. The practicum experience helped him consolidate and strengthen his belief about teaching EFL to foster values and help students develop as citizens.

Participant's understanding of peace

It seems the practicum experience also helped David reconfirm his beliefs about what he understood by peace. David started the practicum thinking of peace as a concept that involved negotiation and inner harmony, instead of associating peace with the absence of violence. David's beliefs about this led him to try to enhance inner peace in each class that he taught both through activities and through his attitude.

Peace dimensions to be fostered in the EFL classroom

From the very beginning to the end of the practicum, David believed it was important to foster the inner peace dimension to cultivate harmony in the classroom, and the interpersonal dimension with the purpose of building positive relationship among students and between students and the teacher in the classroom. For David the presence of inner peace was essential in order to enhance peace in bigger dimensions. Once he had the opportunity to know the challenging reality of third grade, the need to foster the inner and interpersonal peace dimensions became even stronger and more meaningful.

4.3.5. The Role of Self-reflection in David's Teacher Development

By comparing the findings obtained throughout David's practicum experience, it can be observed that his emotions and beliefs about teaching EFL and specifically about the cultivation of peace seem to have been enhanced through reflection. Similarly to Laura, the reflective approach used in the practicum seems to have helped him develop awareness of his thoughts,

emotions, and actions in the classroom.

Awareness of beliefs, emotions, and actions

David thought that reflecting on the process of learning to teach was essential because it helped him become aware of the professional identity he would like to develop, what he thought about teaching and learning, and whether what he taught in the EFL classroom would positively impact students' lives. Reflection also helped David realize that it is important to adapt one's teaching practices to the context where you have to teach. As he expressed in the last interview,

Yes, because they [making reference of the reflective artifacts] make you aware. I mean, when you reflect you realize about the things that you have to improve, or the things that you have done. It makes you realize where you are, the context in which you are teaching, the contents, how you see yourself as a future teacher, if you're getting there or not, if what you're doing now will have an impact or you will get close to that teacher you're aiming to be. (Interview 3, June 20, 2016)

Moreover, he thought that as a practicum student he always felt support and was encouraged to develop a sense of hope and union by reflecting with peers and supervisors. Given that he believed that the construction of knowledge is social, he expressed to be grateful for having had this reflective practicum experience in which he received guidance and support. In this vein, David said:

I think that a wonderful thing is that we have ideas and you like guide us on those ideas and on how to apply those ideas, so it is a wonderful thing for me because we are not lost and alone, you are being guided and encouraged all the time, like taken by the hand, I would say. (Interview 3, June 20, 2016)

In relation to the different reflective artifacts included in the practicum course, David thought the supervisor's role was particularly useful because it is important for an expert to tell you what is right and wrong. In his own words, (...) "you need a teacher to tell you, 'ok, that is correct, that isn't'. 'You could do this and that' " (Interview 3, June 20, 2016).

Apart from his own insights on the importance of reflection, David's report on his practicum journey clearly indicates that reflection contributed to his development as a teacher. Through reflection he was able to become aware of his actions in the classroom, his own students, what he believed in, and the emotions he was experiencing, which led him to look for ways to overcome difficult situations and make the necessary changes to improve his practices.

In sum, David seems to have had a meaningful and rewarding practicum experience in a challenging teaching context. As described above, there are various ways in which he developed as a humanizing teacher and peacebuilder throughout the semester.

4.4. Chapter Conclusion

This chapter presented the findings of Laura and David with respect to their beliefs and emotions about peace and MPLAs before, during, and after the practicum, and well as the relationships between these constructs and their actions as manifested in the lesson plans they wrote and the classes they taught in their EFL classroom. Moreover, the report elaborated on how their beliefs and emotions developed throughout the practicum experience. Finally, it described the way in which self-reflection seemed to have helped Laura and David grow as teachers and peacebuilders.

The results in this chapter showed that most of Laura's beliefs and emotions about peace and the implementation of MPLAs seem to have been transformed throughout the practicum

experience. The practicum experience and her in-school teaching experience seem to have helped her confirm some beliefs, expand or reconceptualize others. In addition, through reflection she was able to regulate and shape her negative emotions, and consequently, improve the implementation of MPLAs in her classroom, which at the same resulted in experiencing reward and fulfillment at the end of her practices. In contrast, David's beliefs stayed rather stable throughout the semester. He proved to be a humanizer and peacebuilder from the beginning and he kept many of his beliefs regarding peace and MPLAs. The practicum experience, however, seems to have led David to change his beliefs about the specific ways peace should be fostered in the EFL classroom. Similarly to Laura, David was able to regulate his negative emotions provoked by the challenges of being in contact with the real classroom. After the practicum David experienced new positive emotions, which resulted from reflecting on his development and on the outcomes of the implementation of MPLAs. Moreover, as it was described in this chapter, overall, Laura and David seem to have taught according to her beliefs except for the specific way of enhancing peace in the classroom, which they were able to modify through practice and reflection. Finally, the chapter showed ample evidence of the way in which they both developed as teachers and peacebuilders through the various instances of self-reflection offered in the course.

The next chapter reports on the findings of Julia and Emma, the second pedagogical pair, following the same organization as this chapter. As it is explained in detail in the next chapter, whereas the second pedagogical pair seems to have shared some beliefs and emotions about peace and the implementation of MPLAs with first pedagogical pair, there were many factors that led them to have a different practicum experience.

CHAPTER FIVE:

FINDINGS JULIA AND EMMA

As explained in the previous chapter, due to the length of the reports the findings were separated into three chapters. The current chapter presents the findings of the second pedagogical pair and it follows the same organization as chapter four. That is, it first provides a description of the participants' context of classroom practices, followed by each participant's background information. Next, it provides a detailed description of each participant's practicum experience regarding peace and the implementation of MPLAs. The report on each participant includes: (a) a description of the participant's beliefs and emotions about peace and MPLAs before the practicum, based on the thematic analysis of the first interview; (b) a description of the participant's beliefs and emotions about peace and MPLAs during the practicum, which includes the beliefs and emotions experienced in the university practicum sessions, based on the thematic analysis of the second interview and the journal entries, and the relationship between beliefs, emotions, and actions, based on the content analysis of the lesson plans and the thematic analysis of the field notes from classroom observations; (c) a description of the participant's beliefs and emotions about peace and MPLAs after the practicum, based on the thematic analysis of the third interview and the narrative frame; (d) the differences in the participant's beliefs and emotions about peace and the implementation of MPLAs throughout the practicum semester, based on the findings obtained before, during, and after the practicum; and (e) the role of self-reflection in the participant's development as a teacher, also based on the findings

obtained before, during, and after the practicum semester.

In the same way as in the previous chapter, the different headings and subheadings in this chapter follow a numbering system and the themes obtained from the analysis of the data are reported in italics, As mentioned in Chapter 3, participants were given pseudonyms in order to protect their identities.

5.1. The Teaching Context: Second Grade at Elementary Level

Julia and her pedagogical pair taught in second grade (equivalent to second year of elementary school in the U.S. system) of the same public school as the other participants (see Chapter 3 for a description of the school setting). The students in second grade had difficulties in paying attention and some misbehavior problems that seemed typical of their age. As many young learners, these students benefitted from activities that allowed them to use their senses, activities that were guided and contained clear instructions, and activities that were short, given their attention span.

The classroom where second graders had classes was the largest room in the school. The size of the room impacted negatively how the sounds, including the teacher's voice, were projected. In addition, this made it more difficult sometimes for the pre-service teachers to manage the group of young learners in appropriate ways. Moreover, there were big windows which were difficult to close, and the downtown noises also had a negative influence on the way some listening tasks were performed. Students sat in pairs in three rows of desks but pre-service teachers were allowed to rearrange the desks when necessary. As with the third grade classroom, this room had a large old blackboard in the center, and cardboards which were put up on the walls to exhibit students' work. The big shelf where the second grade teachers stored

the teaching materials and resources was placed in the back of the room. During a class it was common to see different teachers entering and sometimes interrupting the teacher to talk or to look for material placed on the shelf.

5.2. Idealistic Julia

They didn't take it seriously, and I didn't think that that could happen, because I take it so seriously that I didn't think that maybe students would laugh or not care about the activity, so now I'm a little bit scared. I have my calming jar to use it with children, but now I'm a little bit scared (Interview 2, May 13, 2016)

Julia demonstrated enthusiasm in the peace project from the very beginning. Based on what she expressed, she had never worked with holistic teaching approaches or peace activities in her experience as an EFL learner. Julia explicitly said that she knew little about children. She did not have any previous teaching experience at elementary level or any experiences being around kids. Julia had four years of EFL teaching experience at secondary school level. She had regular academic standing, and even though she did not feel very confident to start the practicum, she said to be highly motivated to do so (see Table 3 in Chapter 3). Julia was direct and honest when expressing an idea. She was not afraid of saying what she thought, independently of who she addressed. From the beginning of the semester, Julia had special interest in working and incorporating activities aimed at increasing inner peace, especially those belonging to contemplative practices. Her enthusiasm was related to the fact that she had engaged in meditative practices for the last two years and she was able to see how it positively impacted her personal and professional life. Increasing her inner peace through meditation helped her build better family, friend, and student relationships by changing her attitude and

regulating her emotions. As a result of her introspective work, her secondary school students were also transformed in positive ways, which led to having a more harmonious learning atmosphere in the classroom. Based on her transformational experience, Julia felt high interest in incorporating contemplative practices into her own EFL classes in the hope of helping students have similar positive experiences. Below is a report on Julia's lived experiences throughout the practicum, including the intervention of MPLAs in the university practicum sessions, the incorporation of MPLAs in her own EFL classes, and how reflection contributed to her development as a teacher.

5.2.1. Julia's Beliefs and Emotions About Peace and the Teaching of Peace *Before the Practicum*

The thematic analysis of the data collected through the first interview indicate that Julia made reference to aspects that were labelled within three main themes, including her beliefs about the purpose of teaching English to young learners in Argentina, her understanding of peace, and her beliefs about how she would teach MPLAs in her classroom, and emotions about the idea of enhancing peace in her future classroom.

The purpose of teaching English at elementary level in the Argentine context

Before the practicum, Julia said that the main purpose for teaching English to young learners in the Argentine setting had to do with its instrumental purpose and better opportunities in the future:

English is necessary mainly for children's future. For example, I have friends who are about to graduate and haven't studied English and now they are desperate and want to take classes, because for example they are about to

graduate as mechanical engineers and have to read papers in English and now they realize the language is extremely necessary. So this is why I believe it is truly necessary for one's future. (Interview 1, March, 28, 2016)

Apart from the opinion above, Julia believed that learning English was important to open students' minds' by learning about other realities and cultures:

I also saw, as a teacher of kids [meaning adolescents] in a context where most students won't keep studying in college, because I am teaching English to students that are at social risk, I also think that in these contexts it is important, because I even asked myself, 'why should they learn English in this context?' And I realized it is also useful because they are immersed in their own reality and they can see other realities apart from their home, their neighborhood, and their town (Interview 1, March 28, 2016)

Even though Julia admitted she had no previous idea about how she would teach English to young learners, she believed it was important to teach vocabulary and culture in the EFL classroom at elementary level.

Participant's understanding of peace

Before the practicum Julia said peace implied the absence of violence or handling conflicts without violence. For Julia, peace could be reflected in people's behaviors, use of language, and reactions to different situations. In her first interview, Julia made reference to the importance of inner work and reflection to be able to experience peace at different levels.

"Reading and informing myself, I discovered that you need to know yourself to be able to be in peace with yourself and with your context" (Interview 1, March 28, 2016).

Julia expressed that the increase of inner peace as a result of meditation helped her not

only to transform her personal life, but also to transmit peace in the secondary school context where she taught.

In the place where I teach the students have been dismissed from every other school, so the ones who are left outside the educational system attend that school. So I realize that I deal with the problems inside the classroom in a completely different way now. I used to shout a lot in class because I thought there was no other way of calling their attention and to control discipline. And in fact, I realize that by treating them in a different way, like in a more polite way, not shouting all the time. (Interview 1, March 28, 2016)

Julia did not remember having been taught peace explicitly or systematically in her life as a second language learner. However, she remembered having worked with concepts associated to peace and holistic teaching approaches in the teaching methods course, as well as topics related to ecology and multiculturalism in a language course in the English Teacher Training Program.

Mode for the implementation of MPLAs in the EFL classroom

Before receiving the implementation of MPLAs in the practicum, Julia said to believe peace could be fostered in the EFL classroom by analyzing articles, or implicitly by acting peacefully as a teacher. She emphasized the importance of being a role model when enhancing peace. When asked about how she imagined fostering peace in her own classroom in this practicum experience, Julia said that apart from being a role model to transmit peace, she would also teach peace through poetry with the purpose of fostering respect for diversity and different cultures, as this is something she did with her secondary school students. As she expressed in her first interview,

Sometimes we see poems from some classes on literature that I took. There is an author that is Benjamin Zephaniah, and he was also discriminated, because he's an Afro-American living in England, so in some cases we saw some of his poems and we analyzed them. Well, like the content only. So that was a way of working with peace. (Interview 1, March 28, 2016)

Emotions about incorporating MPLAs in traditional educational EFL settings

Julia manifested both positive and negative emotions about the idea of incorporating MPLAs in the young learner EFL classroom. Julia said to strongly believe in creating a positive atmosphere in the classroom through contemplative practices, as she thought that an appropriate environment was essential in order to learn. Based on her positive personal experience involving meditation, she showed enthusiasm to teach meditation to her young learners, although she doubted about the outcomes due to her lack of training and to contextual reasons:

I don't know, I think I would need to learn how to guide the students in the process because of the number of students, and the resources that we would need. But I think that it could be done anyway, you can be sitting and meditating. But I would love to do it, I have it in my to do list. This is great. (Interview 1, March 28, 2016)

As reflected in her quote, Julia felt highly interested but somewhat insecure about incorporating contemplative techniques in the classroom. She was hopeful that the upcoming university practicum sessions would provide her with useful ideas.

5.2.2. Julia's Beliefs and Emotions About Peace and MPLAs *During the Practicum* (with comparison to her earlier beliefs and emotions)

5.2.2.1. Beliefs and emotions about peace and MPLAs experienced in the university practicum sessions. The analysis of the thematic data collected during phase two of the study through the second interview and the journal entries led to the emergence of four main themes, including the outcomes of the MPLA intervention in the university practicum sessions, the teaching of peace in her future EFL classroom (including the mode she would use and the peace dimensions she would enhance), the purpose of teaching English at elementary level, and Julia's understanding of peace.

Outcomes of the MPLA intervention in the university practicum sessions

The intervention of MPLAs in the university practicum sessions seems to have influenced Julia's personal and academic life in positive ways. As for her personal life, Julia said that MPLAs aimed at increasing inner peace helped her transform in many aspects, such as changing her attitude by controlling her behaviors and temper, building stronger relationships, and accepting and loving herself. Because she had already seen some outcomes previous to the practicum when she started meditation, she said to strongly value and believe in the MPLA intervention in the practicum course. In relation to the impact of MPLAs in her academic life, Julia found this intervention meaningful because the activities offered opportunities to integrate theory and practice. In her own words,

I think it's great that you make us think of concrete ways to apply these techniques in the classroom (such as the relaxation technique or when you encourage us to include peace-related activities in our demonstrations) because otherwise we stick to the theory and never put it to practice. (Journal entry 2,

April 22, 2016)

Moreover, Julia thought the intervention helped her expand her knowledge on techniques that could be used to foster various dimensions of peace in the classroom. For example, Julia realized that before the practicum she used to associate MPLAs mainly with inner peace activities. However, the practicum classes offered her with more ideas to try to enhance ecological or interpersonal peace, among others.

Julia thought MPLAs should be implemented in other disciplines as well, not only in the teacher education program. She believed that actions should be taken in society in order to overcome violence problems. In this light, she expressed to be thankful for receiving an implementation that intends to foster societal peace through education: “Violence is everywhere, increasing every day, and it is visible how it has increased in the classroom. Thanks for giving us the tools to fight against violence!” (Journal entry 2, April 22, 2016).

Mode for the implementation of MPLAs in the EFL classroom

At mid-semester, Julia believed that peace could be cultivated explicitly through different techniques and reflective activities in the EFL classroom, and also by being a role model. For example, she thought inner peace could be enhanced through relaxation techniques and mindful breathing adapted to children, using visuals and realia. Moreover, she thought the language of interpersonal peace could be explicitly taught in English, for example, by teaching them good manners. In addition, Julia said ecological peace could be focused on by working with literature.

Emotions about incorporating MPLAs in the EFL classroom

At this point in the semester, it seems Julia experienced both positive and negative emotions about the idea of enhancing peace when teaching. Julia showed great enthusiasm to

incorporate MPLAs in her future EFL classes. Her choice of words and content, and the level of detail she included when making reference to MPLAs in her classes give evidence of her high interest and enthusiasm. In her third journal entry, Julia wrote: “Yes! I would LOVE to implement multidimensional peace language activities in my classes! I can’t wait to apply them in my classroom!” (Journal entry 3, May 6, 2016)

Julia remarked that experimenting with MPLAs in the university practicum sessions helped her feel more confident about incorporating similar activities in her own classes because she was offered opportunities to engage with various techniques and ideas.

As the MPLAs in the university practicum helped her increase her positive emotions, she thought students might experience similar situations in the EFL classroom, which would lead to establishing the appropriate learning atmosphere that she envisioned. However, right before starting her classroom observations Julia confessed that she was surprised and even scared after knowing that two pre-service teachers had had difficulties when implementing MPLAs in their classroom. As Julia said in her second interview,

They [making reference to the young learners] didn’t take it seriously, and I didn’t think that that could happen, because I take it so seriously that I didn’t think that maybe students would laugh or don’t care about the activity, so now I’m a little bit scared. I have my calming jar to use it with children, but now I’m a little bit scared about using it. (Interview 2, May 13, 2016)

Julia never thought about this possibility, and she said she was unsure she would make an effort in incorporating MPLAs if she had to go through similar difficulties.

Peace dimensions to be fostered in the EFL classroom

Julia thought of focusing mainly on the inner, interpersonal and ecological peace dimensions. With reference to the inner peace dimension, she thought of teaching her young learners mindfulness techniques. Julia believed increasing inner peace in students was essential and that the internet offered many resources and ideas to adapt and design activities to include in the EFL classroom. As she reflected on in one of her journal entries,

I found a meditation technique I think is great and I would like to use some time with children if I have the opportunity. It is called “Spider-Man” and allows children to practice mindfulness and to increase focus. Another technique I found in order to increase focus is “Doing Turtle”, it is great! (Journal entry 3, May 5, 2016)

With respect to interpersonal peace, she imagined fostering this peace dimension by teaching children how to speak and act kindly. Finally, she said she considered it very important to foster ecological peace in young learners, as it would be important to teach students to care for the environment and connect with nature from the very beginning in their lives. Julia stated she personally loves nature, and that she would like to pass this feeling to others. Julia insisted on the importance of not only including MPLAs in specific classes, but of being a role model to enhance peace and use the language of peace regularly in class.

Apart from the three dimensions mentioned above, Julia expressed that she would like to enhance more dimensions compared to what she thought before the practicum. As she said in her second interview, “now I have worked on so many other dimensions and I see that it is possible to work on them, so I feel like more comfortable to bring that to the classroom, because I have so many resources now” (Interview 2, May 13, 2016).

For example, given that she would have some Bolivian students in the context where she would be teaching, Julia thought it would be a good opportunity to work on activities aimed at enhancing intercultural peace, with the purpose of developing respect and tolerance to diversity.

The purpose of teaching English at elementary level in the Argentine setting

At mid-semester Julia sustained the belief that learning a foreign language offers the possibilities to learn about other cultures and realities, and thereby develop respect for diversity, develop empathy and understanding. Julia thought these values were especially important to enhance among kids, as they tend to be self-centered. In her second interview, Julia verbalized:

Learning a new language expands their heads [laughs]. I don't know how to express it, but I think that I told you this before, but it makes them aware of other realities, and young learners I know that are very self-centered, they only care about (...) I know it sounds bad but they care about themselves because they can just see themselves, and teaching them a new language, likes helps them go out of themselves. (Interview 2, May 13, 2016)

Participant's understanding of peace

When trying to explain what peace meant to her, at mid-semester Julia related peace to the absence of violence, however, she explicitly said peace implied more than that, including wellness, equilibrium, and positive emotions. In her second interview, Julia expressed:

(...) I mean, peace is the absence of violence, but it's more than that. It is connected with love and with all the positive feelings and I mean, if you're in peace, like everything is good. You can see life more positively. Peace is good. In every dimension that we saw. I don't know. Maybe I told you from a more feeling perspective (Interview 5/13/2016)

Julia associated peace with love and wellness, not only with the absence of violence.

5.2.2.2. Beliefs, emotions, and actions regarding peace and MPLAs as manifested in lesson planning and in-school teaching experience. The findings obtained from the analysis of the second interview and the journal entries as compared to what was reflected in Julia's lesson plans and classroom actions show that in general the beliefs and emotions Julia seemed to have about peace and MPLAs were only partly reflected in her actions in the EFL classroom. The themes that indicated a mismatch between beliefs and emotions, and actions were related to the purpose of teaching EFL at elementary level, the peace dimensions that should be enhanced in the classroom, and the emotions about having to incorporate MPLAs in her own classroom. However, regarding her understanding of peace and the mode and techniques for incorporating MPLAs, the analysis of the lesson plans and field notes from classroom observations indicate that it seems Julia planned her lessons and taught mainly according to what she said she envisioned.

5.2.2.2.1. Beliefs and emotions about peace and MPLAs reflected in actions.

Participant's understanding of peace

The MPLAs that Julia planned as well as her attitudes in the classroom seem to have reflected her understandings of peace. For example, the activities that intended to foster inner peace through contemplative practices gave evidence of Julia's belief that peace implied wellness and the presence of positive emotions. Moreover, the activities aimed at facilitating interpersonal peace through emotional learning reflected Julia's belief that peace implied trying to handle problematic situations in productive ways. Finally, Julia's peaceful attitude in the classroom gave evidence of her belief that peace should be showed through language and behaviors, by being a role model.

Techniques for the implementation of MPLAs in the EFL classroom

Overall, the techniques Julia used for the inclusion of MPLAs in her classroom were consistent with what she imagined doing. Julia and her pair used videos, realia, and craft work to teach inner and interpersonal peace. In addition, Julia included techniques belonging to contemplative practices and activities to teach ways of managing emotions to deal with conflicts in productive ways. Such techniques and type of activities coincided with what Julia had thought of incorporating in the EFL classroom to enhance peace. Moreover, Julia had said to strongly believe in being a role model when fostering peace, not only through specific MPLAs, but in every class and behavior. Such belief was clearly shown in her actions, as she treated students with respect, verbalized the importance of respecting each other, and tried to create a pleasant learning atmosphere. The sources for these MPLAs were their own and in other cases the activities were adapted from ideas seen in the intervention in the university practicum sessions. This also coincided with what Julia expressed during the semester, as she had said that she had obtained many useful ideas in the university practicum sessions to include MPLAs in the real classroom context.

5.2.2.2.2. Beliefs and emotions about peace and MPLAs partly reflected in actions.

Purpose of teaching English at elementary level in the Argentine context

Whereas Julia thought that the teaching of English involved the teaching of culture, this was not reflected in her planning or teaching practices. Although Julia said to believe that the main purpose for teaching English offered the possibility of teaching about other cultures and realities to foster respect for diversity, in her plans and classes Julia only included MPLAs that intended to foster the inner and interpersonal peace dimensions to suit students' specific and local needs.

Peace dimensions to be fostered in the EFL classroom

Julia and her pair included MPLAs in two lesson plans. These sequences were aimed at enhancing the inner and interpersonal peace dimensions and focused on emotional learning, including the importance of managing emotions through a video and craft work. Apart from the entire sequences of MPLAs, Julia and her pair also employed mindful breathing techniques in several of their classes whenever they needed to get students' attention (e.g., as openers, transitions, and warm ups for specific language activities that required them to be more focused). Although Julia initially expressed she would have liked to foster various peace dimensions, during her teaching practices she only focused on the inner and interpersonal dimensions. When asked about this, Julia expressed that due to the lack of time, she decided to work on smaller dimensions as she considered these would address specific classroom needs. As she expressed in her fourth journal entry, "we wanted to know well which our students needs were in order to plan our peace activities. We did not want to make them work on bullying if there were not bullying problems in the classroom, for example" (Journal entry 4, May 20, 2016).

Mode for the implementation of MPLAs in the EFL classroom

Even though Julia had said to believe peace should be cultivated explicitly through reflective activities, during her teaching practice it was often difficult for her to raise students' consciousness on the importance of peace and on working with such activities. As she said, in many cases her instructions were not clear or the purpose of certain activities was not evident.

Emotions about the incorporation of MPLAs in the EFL classroom

The analysis of the lesson plans and field notes from classroom observations indicate that the classroom experience seems to have increased Julia's negative emotions and reduced

the intensity of the positive emotions she had experienced before being immersed in the real classroom context. Julia had initially said to feel excitement about including MPLAs in her classes, although also doubtful about the outcomes of such innovation. When the time to start practicing in the real context approached, however, Julia started to feel scared because she began to think that the implementation might not actually work as well as she had always thought. During her classes, Julia started having difficulties in implementing certain MPLAs appropriately, which seem to have impacted directly on her emotions. Julia showed to be somewhat worried and upset for realizing that the inclusion of these activities did not always lead to the outcomes she had expected.

5.2.3. Julia's Beliefs and Emotions About Peace and MPLAs *After* the Practicum (with comparison to her beliefs and emotions)

The thematic analysis of the data collected after the practicum through the third interview and the narrative frame led to the emergence of the following themes: The purpose of teaching English at elementary level, the planning and outcomes of the MPLAs in the EFL classroom, and the emotions about the implementation of MPLAs.

Purpose of teaching English at elementary level in the Argentine setting

In relation to the purpose for teaching English to young learners, Julia kept holding that learning English is important as it allows students to see other realities, and therefore become more open-minded and tolerant of differences, although she explicitly said she was not sure if she was able to reflect these beliefs in her classes. Even though she believed in the teaching of culture when teaching English, she said was not able to incorporate this in her teaching practices, partly because of time constraints and also due to the lack of cultural aspects present

in the English textbook they were required to use.

Planning MPLAs in the EFL classroom

Julia expressed she had certain difficulties when planning MPLAs because she did not know how to write clear instructions for the tasks or how to include tasks to facilitate reflection and teach peace explicitly. In addition, Julia said she decided to include MPLAs in her last lesson plans because with her pedagogical pair they felt they had to cover the topics they were assigned by the school teacher first and they were unable to integrate the MPLAs with regular language activities. When making reference to the MPLAs they had planned, Julia said:

We had many ideas and actually we wanted to include, we had thought about books that we could use, but we didn't have enough time to do those activities. Like it was in second place, it took a secondary role. Because we first wanted to cover the topics that we were assigned and then we started thinking about these peace language activities. It was like... "If we have time". (Interview 3, June 20, 2016)

However, Julia said she would have liked to include more MPLAs from the beginning of her teaching practices. In her own words, "maybe we should give it a central role, because this was really important and now I think that maybe if we applied peace language activities at the beginning of our practicum, maybe students would have behaved better" (Interview 3, June 20, 2016).

Julia and her pedagogical pair said they did not like the English textbook because it lacked meaningful activities and they did not know how to adapt them. In light of this, in her last interview Julia expressed:

We didn't use it much [making reference to the English textbook]. We just used

some audios because the audios were good, but with other assignments. And the other activities, we didn't use. That was something that we shouldn't have done but we didn't know how to contextualize them. (Interview 3, June 20, 2016)

Outcomes of teaching lessons with MPLAs in the EFL classroom

Julia thought that some of the techniques to increase inner peace worked well, such as the calming jar, but others did not have positive outcomes as they did not create the desired effect. For example, some activities designed to increase inner peace got students more excited, as they seemed not to pay enough attention or relax during the activities. In addition, Julia thought other activities, as mentioned previously, did not have positive outcomes because instructions were confusing and because students did not have enough opportunities to practice. After her practicum, Julia thought she should have incorporated MPLAs systematically from the very beginning of her teaching practices, as perhaps this would have helped deal with behavior problems and create a pleasant learning atmosphere. "Maybe we should give it a central role, because this was really important and now I think that maybe if we applied peace language activities at the beginning of our practicum, maybe students would have behaved better". (Interview 3, June 20, 2016)

Emotions about the implementation of MPLAs in the EFL classroom

Julia's emotions about the implementation of MPLAs after the practicum were both positive and negative. On the one hand, after her practicum experience Julia said to feel gratified and interested in MPLAs because she was able to see that students felt loved and appreciated in the classroom, and they even expressed positive emotions to her during the last class. Julia thought that the MPLAs aimed at enhancing inner and interpersonal peace had impacted positively on some students. However, on the other hand, Julia recognized the

challenge of teaching MPLAs in the real context at elementary level, especially when trying to give instructions, set a peaceful atmosphere in the classroom, and manage the group. In her last interview, Julia said that this might have occurred because in the university practicum sessions the MPLAs seemed easier to implement. In her own words,

Maybe sometimes I compared my instructions with the ones you gave us when we were doing this in class here and maybe it's sometimes difficult that we had to set the mood for the activity, and that was something that was lacking, that I lacked, because in our classroom we were all quiet when you explained, when you gave us the instructions, and it is so difficult to give an instruction for a peace language activity when everyone is shouting and talking and all that, so it was really difficult to set the mood, and I didn't know how to manage that

(Interview 3, June 20, 2016)

Julia seemed somewhat disappointed when referring to the challenges she had to face. She expressed she found it easier to teach regular language activities, perhaps because she had had more practice on how to teach them, and had seen more examples of regular language activities in her experiences as a language learner.

5.2.4. Differences in Julia's beliefs and Emotions About Peace and MPLAs

Throughout the Practicum

The comparison of the findings obtained before, during, and after Julia's practicum experience indicate that as a result of her practicum experience, Julia seems to have transformed most of her beliefs about peace and the incorporation of MPLAs, including her understanding of peace, and how MPLAs should be taught, that is, the mode to use and the peace dimensions that

should be fostered. However, her beliefs about the purpose for teaching English at elementary level in this context remained quite stable throughout the course. Julia's emotions also seemed to be transformed both in type and intensity as a result of her different experiences, her reflections, and the transformation of her beliefs.

5.2.4.1. Beliefs and emotions about peace and MPLAs that were transformed.

Participant's understanding of peace

The intervention of MPLAs in the practicum course seems to have influenced what Julia understood about peace. At the beginning of the practicum, Julia believed that peace implied mainly the absence of violence, although she also said that it might involve dealing with conflict without violence. However, during and after her practicum experience, she seems to have expanded her ideas, and associated peace with positive concepts and emotions, such as love and wellness. Julia highlighted that peace could be "felt", and it felt positive.

Mode for the implementation of MPLAs in the EFL classroom

As a result of the practicum experience and the intervention of MPLAs in the university practicum sessions, Julia shifted her beliefs about how specifically to cultivate peace in the classroom. Whereas at the beginning of the semester she thought peace could be enhanced mainly implicitly, she then became aware of the value of teaching peace explicitly and helping students reflect on the purpose of certain activities. The practicum experience also led Julia to become aware of the complexity of teaching MPLAs. After her teaching practice she believed that the incorporation of MPLAs should involve systematic work, reflection and repetition, to offer students plenty of opportunities to practice. As she wrote in her narrative frame, "I think the implementation of peace language activities is really important in every classroom. However, I think it has to be a gradual process and the practice should be maintained in time"

(Narrative frame, June 20, 2016).

Similarly, when reflecting on the outcomes of her intervention after the practicum she expressed, “maybe they need repetition in order to get the concept or get our ideas” (Interview 3, June 20, 2016).

Techniques for the implementation of MPLAs in the EFL classroom

Julia also seems to have expanded her ideas on how specifically to cultivate peace in the classroom. Julia first said she imagined teaching peace by acting peacefully in the EFL classroom, by including poetry, and by getting students to analyze articles that addressed peace related topics. During the first weeks of the semester she also thought of activities to increase mainly the inner peace dimension, as these were the ones with which she had previous experiences and which helped transform her life positively. As a result of her practicum experience and intervention of MPLAs in the practicum course, Julia said she would employ different techniques and resources to cultivate multidimensional peace, including picture books, videos, songs, contemplative practices techniques, among others. She explicitly said that the practicum course had given her ideas as to what techniques and resources to use when incorporating MPLAs in her own classes.

Peace dimensions to be fostered in the EFL classroom

Whereas Julia initially thought of activities to increase inner peace, during her practicum experience, she thought it would be important to enhance the inner, interpersonal, and ecological peace dimensions. As time passed, she also believed it would be important to foster other peace dimensions, especially intercultural peace. However, in her classroom practices, she only enhanced the inner and interpersonal peace dimensions due to her immediate need and desire to create a positive and productive learning atmosphere in the classroom.

Emotions about peace and the implementation of MPLAs

As the other participants, Julia seems to have experienced both positive and negative emotions throughout the practicum experience. Whereas some emotions remained similar throughout the semester, other emotions seem to have developed as a result of the different situations that Julia went through in the practicum. Julia's enthusiasm and interest about MPLAs remained somewhat constant throughout the practicum. From the very beginning she was highly motivated in learning about MPLAs and teaching them because she strongly believed in them and she had had previous positive experiences when engaged in contemplative practices. However, she expressed to be somewhat anxious as to how to teach them but was hopeful that the implementation of MPLAs in the university sessions would provide her with useful ideas.

At mid-semester, Julia's positive emotions about the intervention of MPLAs seem to have increased, as she was able to experience with concrete activities in the university practicum sessions and have more ideas as to what techniques she could employ in her own classroom, which increased her confidence. In spite of these intense positive emotions, when the time to start teaching her own classes approached, Julia started to experience fear because she realized that the outcomes of the MPLA intervention in the EFL classroom context might not be as positive as she thought. Moreover, the challenges faced during her teaching practices seem to have negatively impacted her high enthusiasm and confidence about teaching MPLAs, leading to experience powerlessness.

After the practicum experience, Julia seems to have transformed some emotions about the teaching of MPLAs. Although Julia kept believing in MPLAs, she acknowledged the complexity of teaching them in settings where these types of practices were a novelty. As she

expressed in her last interview, “a lot of times we thought children would react in a way that they didn’t at all” (Interview 3, June 20 2016).

Her emotions after the practicum were somewhat ambivalent. Although she was partly upset because the outcomes of some MPLAs were not the ones she expected and imagined, she felt gratified when she saw that some students had enjoyed working with such MPLAs and were able to express positive emotions. (See Table 10 for a description of Julia’s emotions and the sources for experiencing such emotions throughout the practicum semester).

Table 10. Julia’ Emotions and Triggers About Peace and MPLAs Before, During, and After the Practicum

Emotions and Triggers Before Practicum		Emotions and Triggers During Practicum		Emotions and Triggers After Practicum	
Enthusiasm	Previous positive personal experiences with contemplative practices	A: Enthusiasm; confidence; inspiration; optimism	MPLAs impacted personal and academic life and offered her useful ideas and tools	Interest; gratification	Positive outcomes in some students
Hope					
Anxiety	Insecurity due to lack of training and contextual factors	B: Interest Fear before practicing	Worried about students’ reactions	Disappointment	Outcomes were not always positive. MPLA implementation was challenging.
		Powerlessness	Unable to succeed in MPLA implementation		

5.2.4.2. **Beliefs about peace and MPLAs that remained similar.**

Purpose of teaching English at elementary level in the Argentine setting

Throughout the whole semester, Julia believed that the purpose for teaching English had to do with helping students see other realities and cultures to become more respectful and tolerant of differences and perspectives and to have better educational opportunities in the future. Although she was not able to reflect this belief entirely in her practices as she did not include the teaching of culture, it seems her belief remained strong.

5.2.5. **The Role Self-reflection in Julia's Teacher Development**

The findings obtained throughout Julia's practicum experience give evidence of the way in which self-reflection contributed to her growth as an EFL teacher and peacebuilder. Below is explained the ways in which reflection helped her become more aware of her own self and the teaching process.

Awareness of beliefs, emotions, and actions

Julia found the instances of reflection very useful as they helped her become conscious of her thoughts, her actions, and what she felt about her own teaching. Through reflection, Julia was able to verbalize thoughts that she kept unconscious. In her own words, "I always think that reflecting is like... like putting something out, that we lived and we haven't think [thought] about it. So when bringing all those experiences out, I think that's growing" (Interview 3, June 20, 2016).

Julia was convinced that reflection helped her grow, as it obliged her make explicit thoughts and emotions she had implicit, and at the same time, reflecting on certain aspects helped her reflect on related topics in other situations. In other words, reflection enhanced more

reflection and it helped her adopt it as a habit. With respect to the different ways of reflecting, Julia favored the oral reflection done with her supervisor and pedagogical pair after teaching her classes:

I wasn't aware of anything and everything at the same time, so it was like a really messy moment so the oral feedback after the lesson was really [said with emphasis] helpful. Because I couldn't see. I needed someone to tell me what they saw. (Interview 3, June 20, 2016)

Apart from her own views on the importance of reflection, Julia's report on her practicum journey reveals that reflection clearly contributed to her development as a teacher. For example, through reflection it seems Julia was able to develop more realistic goals and beliefs. Before teaching MPLAs, Julia seemed to have very high expectations on the intervention of MPLAs in her EFL classroom and did not think she would have to go through the difficulties she faced. On the other hand, after each of her lessons, Julia said she mainly focused on the negative side of her teaching experience, often neglecting the positive events that had occurred. Reflecting with her peer and supervisor seems to have helped Julia develop a positive but realistic attitude about teaching EFL and MPLAs and try to think of ways to cope with difficulties in the future. For example, after the practicum experience Julia reconfirmed the value of incorporating MPLAs but at the same time acknowledged the complexity this involved and the changes she would have to make to improve the implementation.

In sum, even if Julia seems to have had different expectations regarding the implementation of MPLAs in her own classroom, the report above indicates the different ways in which she developed as a teacher of peace and EFL. The next section of the chapter provides a thorough report on Emma's practicum experience.

5.3. “Let it be” Emma

I liked the experience a lot in spite of the stress. I think it's really common for novice teachers, because you're nervous, it's a new experience. (Interview 3, June, 20, 2016)

Emma was quite introverted. At the beginning of the semester she found it challenging to express herself, and consequently, her first reflections were brief. This implied that the researcher had to employ different strategies to elicit information related to her practicum experiences. However, with time it became evident that systematic reflection throughout the semester helped Emma verbalize her thoughts and her emotions. In the same way as her pedagogical pair Julia, Emma did not have any previous experience teaching English to elementary school kids. Instead, she had taught EFL to preschoolers and adults for a period of six months. Emma had good academic standing, and said to feel quite confident and highly motivated to start the practicum (see Table 3 in Chapter 3). In the same way as her pedagogical pair, she showed interest in the peace language project from the beginning of the semester. Based on what she expressed before the practicum, Emma had never thought about the possibility of fostering peace in the EFL classroom, and she did not recall having worked with peace activities in her experiences as an EFL learner. However, she remembered having taken part in workshops about conflict resolution in other courses as a high school student. Below is a report on Emma's journey in the practicum, including the intervention of MPLAs in the university practicum sessions, the intervention of MPLAs in her own EFL classes, and the ways in which reflection helped her grow as a teacher.

5.3.1. Emma's Beliefs and Emotions About Peace and the Teaching of Peace *Before the Practicum*

In regard to her beliefs and emotions about peace and fostering peace in the classroom before the practicum, in the first interview, Emma reflected on aspects related to three main themes, including her beliefs about the purpose of teaching English to young learners in Argentina, her understanding of peace, and the fostering of peace in the future EFL classroom, including her emotions.

The purpose of teaching English at elementary level in the Argentine setting

Before the practicum, Emma believed the main purpose for teaching English to young learners in the Argentine setting had to do with the fact that English is an international language. In this vein, Emma said that learning EFL is important because it helps students know other cultures and perspectives. She thought this is particularly significant because the possibility to learn about other cultures can foster tolerance, respect for diversity, and also improve relationships among students and between the students and the teacher. In her first interview, Emma expressed:

It expands your vision towards the world, and to know the other, and to know that it is different from you. Also from here, the relationship student teacher, for example. There is that other person within the same context as well. (Interview 1, March 28, 2016)

Emma thought that English to young learners should be taught mainly through games and by including cultural content.

Participant's understanding of peace

In relation to her understanding of peace before the practicum, Emma first expressed

that peace meant harmony, even in the presence of conflict. Emma was aware that it is impossible to live without conflict. In her own words,

Peace means absence of conflict, maybe. But it's difficult to imagine there can be a world without conflict, there will be a conflict, most likely. At least harmony. Or the possibility for dialogue to exist, that conflicts can be resolved.
(Interview 1, March 28, 2016)

Emma remembered being engaged in projects as a high school student in which they would work with the school principle about ways to resolve conflicts in productive ways. However, she said she never thought peace could be taught until she took part in this study.

Mode for the implementation of MPLAs in the EFL classroom

Before the practicum, Emma imagined teaching peace implicitly, not necessarily integrated with the English language, but mainly by teaching how to behave and act in the classroom through the teaching of values, and by acting as a role model. As she said, "I think it can be implicit when working how to be a member of a classroom, not necessarily related to English, but with aspects of that sort. How students relate and treat other classmates and their teacher" (Interview 1, March 28, 2016).

Emotions about incorporating MPLAs in the EFL classroom

Emma seemed to be interested when thinking about the possibility to incorporate MPLAs when teaching EFL. She believed that the implementation would be meaningful for students, as they would be able to transfer what they learn in the classroom to new situations in their homes and in society. However, Emma said to be aware of the challenges she would have to face. In light of this, she remarked:

I am interested. I don't imagine it so complicated, it's going to be a challenge

because it's new for me, but it will be useful for the future, when I become a teacher. What students learn in a classroom they transfer it to new situations, so I suppose it will be useful for them. Beyond the school. (Interview 1, March 28, 2016)

5.3.2. Emma's Beliefs and Emotions About Peace and MPLAs *During the Practicum (with comparison to her earlier beliefs and emotions)*

5.3.2.1. Beliefs and emotions about peace and MPLAs experienced in the university practicum sessions. As with the other participants of the study, the thematic analysis of the data collected through the second interview and the journal entries resulted in the emergence of five main themes, including the outcomes of the intervention of MPLAs in the university practicum sessions, the fostering of peace in her future EFL classroom (the mode to use and the peace dimensions to be enhanced), the purpose of teaching English to young learners in the Argentine context, and her understanding of peace.

Outcomes of the MPLA intervention in the university practicum sessions

Whereas at the beginning it was difficult for Emma to think how the activities might be useful for her personal and academic life, she said that as time passed, she began to realize about the positive influence of the intervention of MPLAs in her life. As she wrote in her second journal entry,

I was particularly interested in the pedagogical implications it could have for my future classes, but I also discovered that it had personal implications for me as well, and that I could implement what I learned in my everyday life. (Journal entry 2, April, 22, 2016)

For example, even though it was difficult to practice the language of peace in her daily life situations, she said the activities helped to transform her personal life as she became more mindful of her thoughts, emotions, and behaviors. In her own words,

So far it has been difficult for me to put peace language and exercises into practice, but I do notice that I'm more aware of certain things than before, like for example, how I relate to other people, and how things affect me both physically and mentally. (Journal entry 2, April 22, 2016)

As for her academic life, some of the activities during the MPLA intervention seem to have helped Emma take things easier, be calmer and manage stress.

Mode for the implementation of MPLAs in the EFL classroom

Emma expressed the inclusion of MPLAs would be of paramount importance to young learners because such activities could help create a better learning atmosphere. Emma expressed she would teach some activities explicitly and some others implicitly, both in English or Spanish depending on the purpose and type of activity. As she expressed in her second interview,

some of the activities I thought teaching them explicitly first and some activities, I mean, we with my pedagogical partner, we thought about using picture books and songs to implement these activities, and some of them we think we should do it in English, and some others in Spanish because we think it would be easier for students to understand. (Interview 2, May 13, 2016)

Emotions about incorporating MPLAs in the EFL classroom

When asked about her experiences with MPLAs in the university practicum sessions, Emma said to be motivated by the approach followed in the university practicum sessions. She

felt enthusiasm about cultivating peace in her own EFL classroom because she strongly believed these activities could help build a healthy learning environment. In her own words,

I believe that incorporating these kinds of activities in my lessons can help create a positive classroom atmosphere, a productive learning environment that will help students work cooperatively with others, be attentive listeners, resolve conflicts and acknowledge and respect different opinions. (Journal entry 2, April 22, 2016)

Interestingly, Emma thought she would be experiencing more negative emotions as her teaching practice period approached, but at this time in the semester she was happy to realize that she was not as stressed and afraid as she thought she would be.

Peace dimensions to be fostered in the EFL classroom

Emma expressed she was particularly interested in fostering the inner, interpersonal, and ecological dimensions of peace. She believed that focusing on inner peace in the class was crucial as it would help students become mindful and, consequently, impact other peace dimensions in positive ways. In light of this, she said “I believe teaching students how to reconnect with their inner selves and to be aware and in control of their minds and bodies, will have an effect on the way they interact with others and the world around them” (Journal entry 3, May 5, 2016).

At the same time, she believed that promoting positive social interaction would help students build interpersonal relationships on the basis of tolerance and respect to behave peacefully not only at school, but also with family members and friends. As for ecological peace, Emma thought teaching children to be environmentally responsible individuals is critical in today’s world: “children need to be aware of the symbiotic relationship that exists between us

and nature; to understand that we have an impact on the environment and that the environment has an impact in our lives". (Journal entry 3, May 6, 2016)

She strongly believed that teaching students to respect and care for nature would have an impact not only on them but also on future generations. Although she thought that the interpersonal, intergroup, and international peace dimensions were also significant, she expressed that perhaps these would be more appropriate to foster with other age groups, such as teenagers.

The purpose of teaching English at elementary level in the Argentine setting

Emma kept sustaining that the main purpose to teach English to young learners in the Argentine context had to do with broadening their perspectives and fostering respect. However, this time she made reference to the importance of the context of teaching. As she said in her second interview,

I think we need to take into account the purpose, the context in which we are teaching, but I think that language can help our students understand that there are others, I don't know, perspectives. Other ways to look at life. And language can help with that. (Interview 2, May 13, 2016)

Participant's understanding of peace

Emma believed that her understanding of peace had changed partly. In her own words,

I think that now I have like a broader concept of peace. (Interview 2, May 13, 2016)

At this point in the semester she understood peace implied experiencing harmony at different levels, such as inner and ecological. When asked why she thought her view had changed, she responded:

Well, because of all these dimensions we have been working with. For example, previously I thought that peace involved, I don't know, conflict, or the absence of conflict with others. But now I know that it can also be related to yourself. To your inner self and to the environment, for example. (Interview 2, May 13, 2016)

5.3.2.2. Beliefs, emotions, and actions regarding peace and MPLAs as manifested in lesson planning and in-school teaching experience. The findings obtained about Emma's emotions and beliefs about peace and MPLAs during the practicum, as compared to the analysis of her lesson plans and the field notes from the classroom observations of the lessons she taught, indicate that her beliefs and emotions related to peace and the implementation of MPLAs seem to have been only partly reflected in her actions in the EFL classroom. These themes include the purpose of teaching EFL at elementary level, the peace dimensions that should be enhanced in the classroom, and the emotions about having to incorporate MPLAs in her own classroom. However, in regard to her understandings of peace and the techniques for incorporating MPLAs, Emma planned and taught mostly according to what she said she envisioned.

5.3.2.2.1. Beliefs and emotions about peace and MPLAs reflected in actions.

Participant's understanding of peace

Emma's understandings of peace seem to have been reflected in what she tried to do in the classroom. Even though the outcomes were not always as she expected, the analysis of the data obtained in the lesson plans and field notes indicate that she tried to cultivate harmony at different levels, especially in the inner and interpersonal dimensions. For example, Emma made efforts in cultivating positive emotions and in trying to teach students how to respect themselves and resolve conflicts, although in most cases the results were not successful.

Techniques for the implementation of MPLAs in the EFL classroom

Overall the techniques Emma used for the implementation of MPLAs in her EFL classes were consistent with what she envisioned doing. Emma carried MPLAS out through the use of videos, realia, and craft work. As already mentioned when making reference to Julia's practicum journey, the sources for the MPLAs were their own or they were adapted from activities in the university practicum sessions. This was also related to what Emma expressed during the semester, as she had said that the university practicum sessions had expanded her ideas on how to enhance multidimensional peace in the EFL classroom at elementary level.

5.3.2.2.2. Beliefs and emotions about peace and MPLAs partly reflected in actions

Purpose of teaching English at elementary level in the Argentine setting

Based on Emma's previous reflections, she seemed to strongly believe that the teaching of English could help foster respect and tolerance through the teaching of culture. However, she did not include cultural aspects in her lessons. At the same time, Emma said to be concerned about her students' lack of attention and respect among each other. In light of this, she tried to change this situation by cultivating values and positive emotions through MPLAs.

Unfortunately, her weak teaching skills and students' lack of familiarity with these types of activities in part prevented her from incorporating MPLAs in a meaningful and successful way.

Peace dimensions to be fostered in the EFL classroom

As mentioned when describing Julia's experience, Emma and Julia included sequences of MPLAs in two lesson plans, aimed at enhancing the inner and interpersonal dimensions of peace. These activities focused on emotional learning, more specifically on the importance of regulating emotions. In addition, Emma and Julia made use of breathing techniques in several of their classes whenever they needed to increase students' attention. Emma had difficulties in the

implementation of some MPLAs due mainly to her weak presence and lack of group management skills.

At the beginning of her planning, Emma chose not to teach the language of peace because she felt she had to cover other contents and topics first. In her fourth journal entry, Emma expressed “we have yet to include peace activities in our lesson plans. We have not done it so far mainly because of time constraints and our concern with covering all the topics included in each unit” (Journal entry 4, May 20, 2016).

Although before teaching she expressed that she would have liked to foster three peace dimensions (inner, interpersonal, and ecological), in her classes she included MPLAs designed to enhance the inner and interpersonal dimensions only. When she explained why she had taken such decision, she said that she did this in the hope of establishing a positive learning atmosphere in the classroom.

Mode for the implementation of MPLAs in the EFL classroom

Whereas Emma had thought of teaching some MPLAs explicitly, the analysis of the field notes from classroom observations reveal that in the classroom she often had difficulties in facilitating reflection and in getting students to realize about the purpose of working with such activities. For example, in a class in which she taught a whole sequence of activities aimed at fostering inner and interpersonal peace the purpose of the tasks were not clear, which led to students' lack of attention and engagement in what they were doing. Emma's lack of group management skills and her weak presence seem to have been influential in these negative outcomes. In addition, in most of her classes Emma seemed unable to be mindful of what she and her students were doing because she had to attend to multiple situations happening at the same time. This also seems to have prevented her from teaching MPLAs in the ways she had

thought.

Emotions about the incorporation of MPLAs in the EFL classroom

Although Emma had felt interested in including MPLAs in her own classroom because she believed these activities could help build a healthy learning environment, the data obtained from the analysis of the field notes from classroom observations reveal that Emma seemed worried and overwhelmed in several of the instances in which she incorporated MPLAs. Emma felt stressed when she was unable to manage the group, teach MPLAs meaningfully, and create the positive learning atmosphere that she had envisioned.

5.3.3. Emma's Beliefs and Emotions About Peace and MPLAs After the Practicum (with comparison to her earlier beliefs and emotions)

The thematic analysis of the data collected through the third interview and narrative frame after Emma's practicum experience give evidence of the following themes: The purpose of teaching English to young learners, the implementation and outcomes of MPLA intervention in the EFL classroom, and Emma's emotions regarding the fostering of MPLAs in her classroom.

Purpose of teaching English at elementary level in the Argentine setting

After the practicum Emma associated the teaching of English at elementary level to the communicative purpose of the language. As she said in her last interview,

I think that my beliefs are mostly shaped by the theory we read so far, especially for this subject. The communicative purpose for language, for example. That had a lot to do with the way we designed these lessons. We always tried to keep that in mind. (Interview 3, June 20, 2016)

In addition, Emma sustained that the teaching of English is related to the fostering of human values. Based on her reflections, this is one of the reasons why she had a strong desire in incorporating MPLAs aimed at fostering respect and tolerance in her own classroom, even if she did not teach culture in her classes.

Implementing MPLAs in the EFL classroom

With respect to the teaching of MPLAs, Emma thought she had more difficulties when implementing the activities in the classroom than when writing the lesson plans. Emma's beliefs about the difficulties when implementing MPLAs were mainly related to time constraints, the way she had been taught English, getting students to become aware of the purpose of such activities, and classroom management skills.

Emma believed that she did not have enough time to implement MPLAs because she first wanted to cover the topics assigned by the school teacher. She said that the classes were short and that it was quite challenging to integrate MPLAs with regular language activities. In this vein, she expressed that she would consider implementing MPLAs in the future when she becomes an in-service teacher and has her own classroom. Moreover, Emma said she would have liked to include more MPLAs and communicative activities, but that her way of teaching was also shaped by the way she had been taught English, which apparently did not reflect her beliefs about teaching and learning EFL. In light of this, she expressed:

I think that we can't completely forget about the way we have been taught. So even if we think differently now, we commit those same mistakes. Sometimes it was difficult to focus on the communicative purpose of what we were teaching, even though we knew and we wanted to focus on that. (Interview 3, June 20, 2016)

Emma also had difficulties when trying to teach MPLAs meaningfully and in helping students become aware of the purpose of working in such ways. When referring to this, Emma said:

I think it's important to make that [making reference to purpose and reflection] really clear so students can take what they learn in the classroom, to their life outside, so they learn why they're doing this, and they can apply this knowledge in future situations. (Interview, 3, June 20, 2016)

Emma associated most of the challenges experienced during the implementation of MPLAs with her group management problems. As she stated in her third interview, "my main problem was classroom management. Behavior, behavior of students. But I think that after the lessons, that they were really short, I was calm and I could reflect a lot on my teaching" (Interview 3, June 20, 2016).

Outcomes of teaching lessons with MPLAs in the EFL classroom

Even when the outcomes of certain MPLAs were unsuccessful, Emma thought that the MPLAs were extremely useful. According to her, students' benefited from MPLAs aimed at enhancing the inner and interpersonal peace dimensions because they were related to their specific needs. In this regard, she expressed "I think they are really appropriate for the age of students. And I think you can follow a hierarchy and order, and go from the more familiar with the students, and then expand to other dimensions" (Interview 3, June 20, 2016).

Emma affirmed such activities helped young learners know more about themselves and interact better with each other, which led to a more pleasant and productive learning environment in the classroom. As for the most successful MPLAs, she thought that the calming jar technique to help students breathe mindfully and manage their emotions worked well

because she believed that young learners understand better when they are engaged in experiential learning activities. However, she thought that other MPLAs, such as the sequence designed to help students manage their emotions was not successful because the purpose of the activities were not clear. Emma made reference to this experience in her last interview:

We identified a problem we had. A lot of the time we were interrupted during the class, several classes because children like to tattle on each other and they interrupt the class to tell you about their problems. So we wanted to give them some tools in order for them to be more autonomous when they are facing a conflict, and problematic situations, but that's the second class. But I don't think that went really well because the purpose of this was not really clear. (Interview 3, June 20, 2016)

Emma was convinced that if the MPLAs were implemented regularly in the EFL classroom as well as in other school subjects, the learning experience would be more meaningful and transformational. As she wrote in her narrative frame, "the time I had to implement these activities was limited, and I believe that their implementation in the classroom should be done progressively and consistently for it to be successful" (Narrative frame, June 20, 2016). In her last interview, she further stated, "I think that the group could benefit a lot from a progressive and continuous implementation of these activities, of peace related activities. Not only from our subject but from the rest of the subjects" (Interview 3, June 20, 2016).

Emotions about the incorporation of MPLAs in the EFL classroom

After the practicum Emma focused on positive emotions and associated the negative emotions experienced as a natural part of the process. She said she had always been motivated to learn, plan, and implement MPLAs in spite of the stress lived during the implementation.

Emma said that feeling negative emotions and going through the type of challenges she experienced is common for novice teachers.

I liked the experience a lot. In spite of the stress. I think it's really common, because you're nervous, it's a new experience, at least for me. I did enjoy a lot, Yeah. I wanted to work with children before this experience and I still do, so it isn't a negative experience at all. (Interview 3, June 20, 2016).

She said this way of thinking helped her take it naturally and control her stress about the situation when she was teaching. Emma's negative emotions and often unsuccessful outcomes during the implementation did not prevent her from believing strongly in MPLAs and from wishing to improve in the future when she is in charge of her own classroom. Emma believed that the most memorable moment was experienced during the last class, as students were able to express their emotions and be grateful of what they had been learning during that month. Emma experienced satisfaction when thinking that in spite of all the challenges she faced, the peace language approach and her efforts to foster values through the teaching of English had been somewhat influential.

5.3.4. Differences in Emma's Beliefs and Emotions About Peace and MPLAs

Throughout the Practicum

The comparison between the findings obtained before, during, and after the practicum show that as a result of her practicum experience, Emma seems to have transformed her beliefs about peace and the inclusion of MPLAs, including her understanding of peace, and the way in which MPLAs should be taught. However, her beliefs about the purpose for teaching English at elementary level in this context as well as the peace dimensions that should be fostered in the

EFL class at elementary level seem to have remained similar throughout the semester. In relation to Emma's emotions about the incorporation of MPLAs, these also seem to have been transformed as a result of her practicum experience and her reflections.

5.3.4.1. **Beliefs and emotions about peace and MPLAs that were transformed.**

Participant's understanding of peace

Throughout the semester Emma was able to expand her knowledge and beliefs about what peace meant. Before the practicum Emma thought peace meant dealing with conflict in harmonious ways. Emma thought that the practicum experience helped her broaden and deepen her understanding of peace by learning that peace implied harmony in various dimensions that she had not thought of before the course.

Mode for the implementation of MPLAs in the EFL classroom

In relation to the mode to be used when implementing MPLAs in the EFL classroom, at the beginning of the semester Emma imagined she would teach MPLAs implicitly, mainly through modelling, songs, and books. As a result of the intervention of MPLAs in the university practicum sessions, which consisted of explicit teaching and experiential learning, as well as by observing the different outcomes of teaching MPLAs implicitly and explicitly in her own classroom, Emma became aware of the importance of teaching MPLAs explicitly and meaningfully. For example, Emma was convinced of the value of engaging students in experiential learning activities, of choosing contexts that were familiar to students, of setting the appropriate atmosphere when working on inner peace activities, of implementing MPLAs systematically in the classroom, and of getting students to reflect on the purpose of such activities and the lived experiences after being exposed to different MPLAs.

Emotions about peace and the implementation of MPLAs

As the other participants, Emma seems to have experienced both positive and negative emotions. Whereas some emotions remained similar throughout the semester, other emotions were provoked by the experiences lived when teaching her own classes.

As it was mentioned previously, before the practicum course Emma expressed interest in MPLAs, although she was somewhat worried about the way of implementing those activities in her classroom. Right before teaching, Emma felt quite optimistic and even surprised because she said she was not experiencing as many negative emotions as she had thought. She said the MPLA in the university practicum sessions had helped her take things easier, and be calmer. However, when she started her teaching practices, Emma became stressed as she had great difficulties in teaching MPLAs in the way she had envisioned. In order to reduce her negative emotions, Emma decided to think it was common for novice teachers to feel this way and experience such difficulties. That is, she decided to take it naturally and relieve stress by shaping her thoughts. After the practicum experience, Emma's positive emotions increased as she was able to think of ways in which she would improve in the future when she is in charge of her own classroom. At the end Emma felt interested and partly satisfied with the implementation of MPLAs in her classes, as she was able to realize that at least some MPLAs had positively impacted students. (See Table 11 for a description of Emma's emotions and the sources for experiencing such emotions throughout the practicum semester).

Table 11. Emma’s Emotions and Triggers About Peace and MPLAs Before, During, and After the Practicum

Emotions and Triggers Before Practicum		Emotions and Triggers During Practicum		Emotions and Triggers After Practicum	
Interest	Meaningful innovation	A: Optimism; tranquility; (pleasant) surprise	MPLAs impacted personal and academic life.	Interest, satisfaction hope	Outcomes in some students were positive. Realized how to improve in the future and hoped MPLAs would work better. The challenges were common for novice teachers
Worry	Challenges related to the innovation	B: Stress; fear	Challenges to manage the group and implement MPLAs in appropriate ways		

5.3.4.2. Beliefs and emotions about peace and MPLAs that remained similar.

Purpose of teaching English at elementary level in the Argentine setting

From the beginning of the semester, Emma believed that the main purpose for teaching English was related to fostering respect and tolerance, both among peers and between cultures. She insisted on this idea throughout the semester and she tried to reflect this in her lessons, specifically when planning and incorporating MPLAs aimed at enhancing interpersonal peace. During the semester, Emma became aware of the importance of the specific context of teaching when deciding what to teach and why. Therefore, although Emma believed in the importance of teaching English to offer students the possibility to learn about other cultures and perspectives, she chose not to foster the intercultural and international peace dimensions because she thought these would be more appropriate to work with other age groups.

Peace dimensions to be fostered in the EFL classroom

As mentioned previously, Emma thought that it would be useful to foster the inner, interpersonal, and ecological peace dimensions in her classroom as these dimensions were “familiar” to students, necessary to be fostered in that specific classroom context, and appropriate for students’ age. In relation to the inner and interpersonal peace dimensions, Emma thought they would be important to teach students how to manage emotions, experience positive emotions when learning, and to create a positive and productive learning atmosphere in the classroom. Emma also believed in the importance of fostering environmental peace, even though she said was not able to focus on this dimension due to time constraints.

Emma’s experiences both in the university practicum sessions and in her own classes seem to have helped her confirm her beliefs about these peace dimensions and how valuable they were in the EFL classroom at elementary level to develop calmer, and more respectful and empathetic learners, and to encourage them to foster these values in their homes and in other contexts as well.

In sum, although Emma was not totally successful when incorporating MPLAs and when teaching EFL in general, her interest in MPLAs, especially before and after the practicum, remained high, as she said to feel closely identified with this approach to teaching. In fact, she related many of her problems when teaching to the way she had been taught English, referring to them as “mistakes”.

5.3.5. The Role of Self-reflection in Emma’s Teacher Development

By observing the findings about Emma’s beliefs and emotions regarding peace and

MPLAs throughout the semester it can be shown that the reflective approach used in the course also contributed to her development as a teacher. Emma was able to become aware of many aspects related to teaching and building peace that she seemed not to be aware of before she began the practicum.

Awareness of beliefs, emotions, and actions

Regarding the role of reflection for teacher development, Emma believed that through reflection she was able to develop as a teacher because she became aware of what she thought about teaching, how she felt, and what she did, as well as of students' reactions toward her practices. Emma emphasized the value of reflection to notice what needs to be improved, what she had not done in the correct way. In her own words,

Usually you do what you were taught, what you experience as a student, and you don't really stop and think about what you do, the way your students are reacting to that or the ways you can improve what you do wrong, you don't even think if you do something wrong. (Interview 3, June 20, 2016)

In relation to the various ways of reflecting on her process of teaching, Emma mentioned journal entries as one of the most valuable artifacts, as they facilitated reflecting ahead about MPLAs and her future practices. As she also expressed in her last interview,

I think it's useful for you to see yourself as a future teacher. Because our context it happens that we cannot do everything we would like to, so you reflect on those things, and you consider these things for your future practice. (Interview 3, June 20, 2016)

In addition, Emma valued the feedback sessions after each of her classes, as they helped her think and notice her problems to improve her classroom practices.

Based on the analysis of the data throughout the semester, it becomes evident that the reflective practicum helped Emma be more aware and critical of her own self and classroom practices. At the beginning it was quite difficult to elicit Emma's beliefs and emotions regarding her experiences, but towards the end she was able to verbalize her experiences in deeper and more specific ways, by elaborating on her ideas and by providing examples. As she expressed in her last interview, when Emma started to teach she merely taught in the ways she had learnt, without thinking of her specific context or own identity as a teacher. It seems Emma's experiences in the practicum, together with these systematic instances of reflection helped her discover who she would like to become as a teacher, even if she was not able to show it through her actions in the ways she would have wanted.

In sum, even if Emma had serious difficulties when teaching EFL and when incorporating MPLAs, the experiences described above give evidence of the ways in which Emma seems to have been transformed by the practicum experience.

5.5. Chapter Conclusion

This chapter presented the findings of Julia and Emma with respect to their beliefs and emotions about peace and MPLAs before, during, and after the practicum, and well as the relationships between these constructs and their actions in the EFL classroom. Additionally, the chapter elaborated on the transformation of their beliefs and emotions throughout the practicum journey. Finally, it made reference to the ways in which self-reflection seem to have contributed to Julia and Emma's professional development.

The results showed that in general Julia seems to have transformed most of her beliefs about peace and the incorporation of MPLAs. The practicum experience helped her understand

that MPLAs were necessary and useful but more challenging to implement than what she had thought. In contrast, Emma transformed some beliefs about peace and MPLAs but maintained more beliefs stable when compared to her pedagogical pair. Overall, the practicum seems to have helped Emma think of how she would improve the implementation of MPLAs in the future. Moreover, as opposed to the first pedagogical pair, in several occasions, Julia and Emma were not able to teach according to their beliefs, and this in turn seems to have provoked negative emotions. Finally, the findings indicated different signs of teacher growth as a result of the reflective approach embraced during the practicum semester.

The next chapter reports on the similarities and differences identified in the findings, which were obtained from the cross-case analysis. The findings obtained from comparing the four cases reveal some similarities within the members of each pedagogical group. Other similarities and differences, however, were identified between the four individual cases.

CHAPTER SIX:

CROSS-CASED ANALYZED FINDINGS

This chapter describes who Laura, David, Julia, and Emma are as a group, by presenting the findings obtained from the cross-case analysis of the four participants. That is, it reports on the similarities and differences found in participants' experiences throughout the practicum. As it was done when presenting the findings of each individual case, the current chapter presents the similarities and differences between the findings regarding the following aspects: (a) participants' beliefs and emotions about peace and MPLAs before the practicum (b) participants' beliefs and emotions about peace and MPLAs during the practicum, which includes the beliefs and emotions experienced in the university practicum sessions and the relationship between beliefs, emotions, and actions; (c) participants' beliefs and emotions about peace and MPLAs after the practicum; (d) the development of participants' beliefs and emotions about peace and the implementation of MPLAs throughout the practicum semester; and (e) the role of self-reflection in the participants' teacher development. In addition, in order to be able to highlight similarities and differences in a more evident way, tables representing findings were added and explained in crucial sections of the chapter.

6.1. Participants' Beliefs and Emotions about Peace and the Teaching of Peace *Before the Practicum*

When comparing the findings obtained before the practicum, mainly similarities were

found. Participants seem to have shared insights, for example, regarding the purpose of teaching English to young learners, their understandings of peace, and how they envisioned the teaching of peace in their own classrooms. In addition, they seem to have experienced similar emotions when thinking of incorporating MPLAs in their teaching practices. However, in spite of the similarities, slight differences were also identified. (See Table 12 for participant's beliefs and emotions about peace and MPLAs before the practicum).

The purpose of teaching English at elementary level in the Argentine setting

Overall, before the practicum course the four participants sustained that the purpose of teaching EFL to young learners was related to the fact that it is an international language. Therefore, they believed it was important to teach young learners how to communicate. Moreover, apart from the development of the linguistic competence, the participants highlighted the importance of enhancing the intercultural dimension. In every case, the participants expressed that through the teaching of EFL, including culture, teachers have the opportunity to cultivate important values, such as respect for diversity, tolerance, and kindness.

Participants' understanding of peace

Regarding participants' conceptions of peace, David, Julia, and Emma explained that peace implied harmony even in the presence of conflict. In general they associated peace with conflict resolution, through negotiation and dialogue. Laura was the only participant who defined peace as the mere absence of violence and negative emotions. In general the participants had not had learning experiences involving peace education. Laura and David admitted not having had any previous learning experience involving peace education. Instead, Julia and Emma recalled having worked on peace related topics sporadically, either as a school learner or implicitly in a language course in the English Teacher Training Program of the National

University of Río Cuarto.

Mode for the implementation of MPLAs in the EFL classroom

When asked about how they would enhance peace in their own EFL classrooms, the four participants envisioned teaching peace mainly implicitly by being a role model, for example, or in other cases through poetry or the teaching of history. The participants in some cases highlighted the importance of acting peacefully in the classroom in order to cultivate peace. Before the practicum course and the intervention of MPLAs, it seems nobody believed that peace could be taught explicitly by enhancing peace consciousness through activities.

Emotions about incorporating MPLAs in the EFL classroom

Even though the participants had not thought of teaching peace explicitly in the language classroom, when they were told about the possibility of becoming peacebuilders through specific activities the positive emotions seem to have predominated, even though they showed to be somewhat ambivalent. The participants said to be interested and excited because they believed in fostering values through the teaching of EFL, and they thought that education could help transform society. In addition, Julia believed that the fostering of peace through MPLAs would help them create a pleasant learning atmosphere in the classroom. She was excited because she had had a transformational personal experience with contemplative practices, so she was hopeful that her students would benefit from a similar approach. However, the participants also showed anxiety about the idea of incorporating the teaching of peace in their future classrooms because it was a new experience, and therefore, they were uncertain about the possible outcomes.

Table 12. Participants' Beliefs and Emotions About Peace and MPLAs Before the Practicum

Participant	Purpose of Teaching EFL	Understanding of Peace	Mode to Teach Peace in the EFL Classroom	Emotions About Fostering Peace in the EFL Classroom
Laura	Enhance linguistic and intercultural competence	Absence of conflict, violence, and negative emotions	Implicitly through conflict resolution or through the teaching of culture	Interest Happiness Excitement Anxiety
David	Enhance communicative and intercultural competence Teach values	Harmony obtained through negotiation, dialogue, empathy	Implicitly by being a role model	Enthusiasm Anxiety
Julia	Enhance communicative competence Expand students' perspectives	Handle conflict without violence	Implicitly through analysis of news articles, poetry, or by being a role model	Enthusiasm Hope Anxiety
Emma	Enhance communicative and the intercultural competence	Harmony even in the presence of conflict	Implicitly by being a role model	Interest Worry

6.1.2. Participants' Beliefs and Emotions About Peace and MPLAs *During* the Practicum (with comparison to earlier beliefs and emotions)

6.1.2.1. **Beliefs and emotions about peace and MPLAs experienced in the university practicum sessions.** Coincidence was also identified when comparing participants' beliefs and emotional experiences about the MPLA intervention in the university practicum sessions. The four participants' experiences and opinions about peace and MPLAs at mid-semester seem to have been closely related.

Outcomes of the MPLA intervention in the university practicum sessions

In the four cases, the outcomes of the MPLA intervention seem to have been highly positive and transformational. The participants said that these activities had influenced their

personal and academic lives in meaningful ways. For example, MPLAs aimed at increasing inner and interpersonal peace helped them become mindful of their thoughts, emotions, and behaviors. Certain MPLAs aimed at increasing inner peace facilitated optimism and hope, and helped the participants regulate their negative emotions. In addition, they expressed that the experiential approach used in the intervention was also useful as it allowed the participants to integrate theory and practice more easily, thereby helping them implement some peace related ideas in their own EFL classrooms.

Mode for the implementation of MPLAs in the EFL classroom

At this point in the semester, Laura, David, Julia, and Emma envisioned teaching peace in an explicit way in the EFL classroom. They made reference about the importance of enhancing reflection and awareness when implementing MPLAs with their young learners. Apart from specific activities aimed at enhancing peace, some of them insisted on the importance of cultivating peace by being a role model in the classroom.

Emotions about incorporating MPLAs in the EFL classroom

In the four cases, the participants seem to have experienced both positive and negative emotions. In the case of David and Laura, they said to feel enthusiasm about having the opportunity to implement MPLAs because they considered them innovative, meaningful, and useful in order to educate for social transformation. Emma also expressed enthusiasm because she said to strongly believe in MPLAs. In the case of Julia, her high enthusiasm was related not only to her beliefs about MPLAs but also to her positive past experiences involving contemplative practices. Additionally, at this point in the semester some participants said to have more tools and ideas to implement MPLAs. However, even though they were interested in innovating, in three cases (Laura, David, and Julia) the participants' negative emotions seem to

have become more intense when the time of teaching their classes approached. They started to experience fear and insecurity about being unable to cultivate peace in the ways they had envisioned. They were unsure about the outcomes and of students' reactions towards the intervention.

Peace dimensions to be fostered in the EFL classroom

Regarding the specific peace dimensions the participants thought of fostering in their classrooms at mid-semester, the findings show an evident interest in enhancing the inner and interpersonal dimensions. In the four cases, the participants were determined to include activities to enhance inner peace. In three cases, they also made reference to their interest in including activities aimed at enhancing interpersonal and ecological peace. Laura and Julia also believed it might be valuable to foster the dimensions of intercultural and intergroup peace.

The purpose of teaching English at elementary level in the Argentine setting

The four participants sustained that the teaching of EFL at elementary level in the Argentine setting should consider not only the development of the linguistic competence, but also the intercultural competence. The participants emphasized the importance of teaching values to develop open-minded students who are tolerant and respectful of diversity.

Participant's understanding of peace

The participants' understanding of peace at mid-semester was closely related. This time they all associated peace with a positive concept. They agreed that peace implied a harmonious state, even when having to deal with conflictive situations. At this point, some participants also recognized the multidimensional nature of peace. In other words, they understood that peace could be experienced at smaller and larger dimensions.

6.1.2.2. Participants' beliefs, emotions, and actions regarding peace and MPLAs as manifested in lesson planning and in-school teaching experience. In relation to the participants' beliefs, emotions, and actions about peace and MPLAs, as it is shown in Table 13, close relationships were found between the members of the same pedagogical pairs. At the same time, differences were identified across the two pairs.

In the case of Laura and David, most of their beliefs and emotions regarding peace and the implementation of MPLAs seem to have been reflected in their actions both when planning and teaching MPLAs in their classrooms. Mainly agreement was found between their beliefs and actions with respect to the purpose of teaching EFL at elementary level, their understanding of peace, and the peace dimensions to be fostered in the classroom. In addition, their positive and negative emotions about having to incorporate MPLAs in their classrooms coincided with what they actually felt during the implementation. Even if mainly consistency was found between Laura and David's beliefs, emotions, and actions, there was lack of agreement with respect to beliefs related to how specifically to foster peace in the classroom. In the case of Laura, lack of agreement was found between what she thought about the most appropriate mode to teach peace and the way she taught at the beginning of her classroom practices. In addition, it was observed that David's beliefs about the techniques to use to foster peace were only partly reflected in what he planned and did during his teaching practices.

The second pedagogical pair shows a different situation. Julia and Emma's beliefs, emotions, and actions regarding peace and MPLAs overall were not in consonance. Whereas they seemed to teach according to what they believed in regard the techniques to be used during the MPLA implementation, their actions did not reflect entirely their beliefs in relation to other themes, including the purpose of teaching EFL, the peace dimensions to be fostered in the

classroom, and the mode to use to teach peace. For example, they both believed in the teaching of culture in the EFL classroom but did not incorporate this aspect into their lessons. In addition, they considered it of high value to foster various peace dimensions in the EFL classroom but they did not give MPLAs a primary role in the classroom and only incorporated those aimed at fostering the inner and interpersonal dimensions. Moreover, the ways they said to feel about the possibility of enhancing peace in the EFL classroom at mid-semester did not coincide with what they actually experienced in the real classroom context. (See Table 13 for a description of the participants' beliefs and emotions about peace and MPLAs that were reflected in their actions and Table 14 for those that were partly or not reflected in their classroom actions).

Table 13. Participants' Beliefs and Emotions About Peace and MPLAs Reflected in their Classroom Actions in the EFL C lassroom

Participant	Beliefs or Emotions about Peace and MPLAs
Laura	Purpose of teaching EFL at elementary level Participant's understanding of peace Peace dimensions to be fostered Techniques for the implementation of MPLAs Happiness, optimism, and anxiety about the incorporation of MPLAs
David	Purpose of teaching EFL at elementary level Participant's understanding of peace Peace dimensions to be fostered Mode for the implementation of MPLAs Enthusiasm, hope, optimism, about the incorporation of MPLAs
Julia	Techniques for the implementation of MPLAs
Emma	Participant's understanding of peace Techniques for the implementation of MPLAs

Table 14. Participants' Beliefs and Emotions About Peace and MPLAs Partly (or not) Reflected in their Classroom Actions in the EFL classroom

Participant	Beliefs and Emotions About Peace and MPLAs Partly Reflected In Actions
Laura	Mode for the implementation of MPLAs
David	Techniques for the implementation of MPLAs
Julia	Purpose of teaching English at elementary level Peace dimensions to be fostered Mode for the implementation of MPLAs Enthusiasm, inspiration, optimism about the incorporation of MPLAs
Emma	Peace dimensions to be fostered Mode for the implementation of MPLAs Purpose of teaching English at elementary level Tranquility, optimism about the incorporation of MPLAs

6.1.3. Participants' Beliefs and Emotions About Peace and MPLAs *After the Practicum (with comparison to earlier beliefs and emotions)*

When comparing participants' experiences after the practicum, similarities were found with respect to certain themes, such as the purpose of teaching EFL at elementary level, and the positive emotions experienced after teaching. However, in relation to the planning and outcomes of MPLAs in their classrooms, both similarities and differences were identified among participants. In relation to the outcomes of the implementation of MPLAs, the differences were identified across the two pedagogical pairs. That is, Laura and David's insights differed from Julia and Emma's views. (See Tables 15 and 16 for the two pedagogical pair's beliefs and emotions about peace and MPLAs after the practicum).

The purpose of teaching EFL at elementary level in an Argentine setting

Overall, after the practicum course the four participants held the belief that the purpose for teaching of EFL at elementary level in the Argentine setting was related to the development of human values through the teaching of culture, together with the development of the communicative and linguistic competence. The participants believed that the teaching of the foreign language included the teaching of human values.

Planning lessons with MPLAs in the EFL classroom

Regarding the planning of MPLAs, the members of each pedagogical pair seem to have had slightly different experiences. Emma expressed she did not have many difficulties when designing and planning MPLAs as compared to the challenges experienced during the implementation of such activities. Her pedagogical pair Julia, instead, seems to have found the planning of certain MPLAs challenging, especially when planning the instructions and the fostering of reflection. Laura also found the planning of MPLAs demanding at the beginning because she found it difficult to integrate the teaching of values into the language activities present in the English textbook. David, on the other hand, did not say to have experienced major difficulties when planning MPLAs because he felt he had flexibility in adapting the English textbook as needed and in creating his own materials. In spite of the slight differences regarding the participants' beliefs about planning MPLAs, there was agreement in relation to the dissatisfaction with the English textbook they were required to use, as the participants believed in general it lacked meaningful and creative activities, and peace related tasks. This led to participants' need to be creative in order to include MPLAs and relate them to the themes presented in the book.

Outcomes of teaching lessons with MPLAs in the EFL classroom

Laura and David believed that the outcomes of their implementation of MPLAs in third grade were positive and transformational. Instead, Julia and Emma recognized that their implementation of MPLAs in second grade led to both successful and unsuccessful outcomes. The first pedagogical pair believed that working with MPLAs aimed at increasing inner and interpersonal peace helped create a better learning atmosphere. In addition, the activities aimed at releasing emotions helped young learners be more kind and empathetic towards their classmates. The sequence Laura and David designed aimed at enhancing ecological peace also seems to have worked well, as learners enjoyed working with creative and meaningful hands-on activities. They highlighted that engaging students in reflection was crucial in order for activities to be meaningful. In spite of the success, Laura and David thought that certain tasks were harder to implement because of students' unfamiliarity with this innovative approach.

The second pedagogical pair lived a somewhat different experience with respect to their implementation of MPLAs. The outcomes in the second grade classroom were not as positive as in third grade. While some MPLAs worked well and helped establish a healthier and more respectful learning environment, Julia and Emma believed other activities did not serve their purpose partly because of unclear instructions, lack of group management skills, and insufficient time to incorporate MPLAs, among other contextual factors. They both agreed that perhaps outcomes would have been more successful if they had implemented MPLAs more frequently and sooner in their teaching practice month.

Emotions about the implementation of MPLAs in the EFL classroom

After the practicum the four participants said to experience new positive emotions, which emerged from realizing that the intervention of MPLAs in their classrooms had been, to

greater or lesser extent, influential. Laura and David seem to have experienced intense positive emotions, including joy, reward, and fulfillment. They were proud to realize that their perseverance, optimism, and hardiness led to improvement in their practices, resulting in their growth as teachers and peacebuilders in the EFL classroom. Regarding the second pedagogical pair, Julia felt interest and gratification because even though the outcomes were not highly positive, she was able to see that the classroom environment toward the end of her practices had become more productive. She did highlight, however, the complexity of implementing MPLAs and her disappointment about realizing that the implementation of MPLAs in second grade had been highly different from what she had imagined. In addition, her pedagogical pair Emma focused on positive emotions after the practicum and decided to associate the negative emotions and challenges experienced during the implementation with a natural part of being a novice teacher. Even if the outcomes of her implementation were often unsuccessful, after the practicum Emma expressed to be convinced of the value of MPLAs and hoped they would work better when she is in charge of her own classroom.

Table 15. Laura and David’s Beliefs and Emotions About Peace and MPLAs in the EFL Classroom After the Practicum

Participant	The Purpose of Teaching EFL	Planning Lessons with MPLAs	Outcomes of Teaching MPLAs	Emotions About Implementation of MPLAs
Laura	Enhance linguistic and intercultural competence	Challenging to integrate values and languages Had to be creative and resourceful Dissatisfaction with EFL textbook	Positive: Students found them innovative, meaningful, memorable	Joy, fulfillment, triumph

Table 15. (Continued)

Participant	The Purpose of Teaching EFL	Planning Lessons with MPLAs	Outcomes of Teaching MPLAs	Emotions About Implementation of MPLAs
David	Enhance the linguistic competence and teach human values	Not difficult but had to adapt contents and activities from the EFL textbook	Highly positive: Improved students' relationships, humanized the classroom. Some outcomes not positive because of students' anxiety	Joy, triumph, high interest in MPLAs

Table 16. Julia and Emma's Beliefs and Emotions About Peace and MPLAs in the EFL Classroom After the Practicum

Participant	The Purpose of Teaching EFL	Planning Lessons with MPLAs	Outcomes of Teaching MPLAs	Emotions About Implementation of MPLAs
Julia	Teach human values through culture	Challenging. Did not know how to set tasks or how to plan fostering reflection Did not give MPLAs a primary role	Positive (some inner peace activities) and negative (due to students' anxiety, confusing instructions, insufficient time, EFL textbook)	Interest Gratification Disappointment
Emma	Enhance communication and teach human values	Difficulties during implementation, not when planning	Positive (some MPLAs enabled students to self reflect and improve relationships) and negative (time constraints, way she had been taught, classroom management skills, confusing instructions, EFL textbook)	Satisfaction Hope

6.1.4. Differences in Participants' Beliefs and Emotions About Peace and MPLAs Throughout the Practicum

The comparison of the findings on participants' transformation of beliefs about peace and MPLAs throughout the practicum semester indicates that there were various coincidences among their belief trajectories. Although some beliefs remained similar throughout the practicum across participants, most beliefs seem to have changed.

As shown in Table 17, the beliefs that seem to have remained stronger and more stable are those related to the purpose of teaching of EFL at elementary level. In addition, the beliefs about the peace dimensions that should be fostered in the EFL classroom remained rather stable in the cases of Emma and David. On the other hand, the beliefs that seem to have changed in more evident ways are those related to the specific ways of fostering peace in the EFL classroom. It seems that as a result of the intervention of MPLAs in the university practicum sessions as well as of participants' teaching experiences, they transformed their views with respect to the mode and techniques to be used when incorporating MPLAs in the young learner classroom.

Finally, when comparing participants' overall transformation of beliefs throughout the practicum, it seems that Laura and Julia transformed their beliefs about peace and MPLAs to greater extent. Instead, David seems to have sustained his beliefs about peace and MPLAs with more conviction. However, it is important to note that even though the findings indicate fluctuation of beliefs in more evident ways in Laura and Julia, the four participants transformed their beliefs, especially the ones related to the specific ways of fostering of peace. (See Table 17 for a comparison between participants' beliefs that were transformed throughout their practicum

experience and beliefs that remained similar)

Table 17. Participants’ Beliefs About Peace and MPLAs that Remained Similar or Different Throughout the Practicum

Participant	Beliefs Transformed	Beliefs Remained Similar
Laura	Participant’s understanding of peace Mode implementation of MPLAs Techniques for implementation of MPLAs Peace dimensions to be fostered	Purpose of teaching EFL
David	Mode and techniques for implementation of MPLAs	Purpose of teaching EFL Participant’s understanding of peace Peace dimensions to be fostered
Julia	Participant’s understanding of peace Mode for implementation of MPLAs Techniques for implementation of MPLAs Peace dimensions to be fostered	Purpose of teaching EFL
Emma	Participant’s understanding of peace Mode for implementation of MPLAs	Purpose of teaching EFL Peace dimensions to be fostered

In relation to participants’ emotions, in general Laura, David, Julia and Emma seem to have had similar experiences throughout the practicum. The four participants experienced both positive and negative emotions throughout their practicum journey. Whereas some emotions remained similar throughout the semester, others seem to have emerged as a result of the participant’s experiences in the course, including the intervention of MPLAs in the university practicum sessions, their classroom practices at elementary level, and their beliefs about teaching MPLAs. In addition, although some emotions seem to have remained similar in type, they varied in terms of their intensity. At the same time, however, when comparing the two pedagogical pairs, it seems David and Laura lived more related experiences than the members

of the second pedagogical pair. On the other hand, Julia and Emma presented more individual differences in their experiences during and after the practicum.

Before the practicum the four participants seem to have experienced ambivalence. They were enthusiastic, happy, and or interested for having the chance to innovate but at the same time they were anxious and worried about not knowing what the outcomes of their potential MPLA implementation would be in the real context. In addition, Julia, for example, believed she did not have enough training to teach MPLAs and that there were contextual factors that might impact her negatively. During the practicum, the intervention of MPLAs in the university practicum sessions seems to have helped the participants regulate their negative emotions and increase positive ones. David, Laura, Julia, and Emma believed that these activities had helped them gain confidence and hope about their future interventions in the EFL classroom. However, it became clear that when the time to start practicing approached, and also during the beginning of their classroom practices, their negative emotions highly increased due to the different challenges experienced in the real context. It was at this stage where it seems that the participants differed in their emotional experiences and trajectories. While Laura and David were able to regulate their negative emotions to improve their teaching practices, Julia and Emma tried to regulate their emotions during teaching practice but they did not make radical changes with respect to the way they were teaching MPLAs. Such differences, as well as the possible reasons, will be further explained and discussed in the next chapter.

Finally, it can be observed that after the practicum the participants seem to have developed new positive emotions. The positive emotions experienced at the end included joy, reward, fulfillment, and satisfaction, which emerged from realizing that at least some outcomes of the MPLA intervention had been successful, that the participants had developed as teachers

and transformed the classroom reality, or that they had learnt ways of improving their practices in the future. Laura and David seem to have experienced intense positive emotions after their practicum because they became aware of their development as teachers and peacebuilders. Instead, Julia and Emma seem to have gone through a slightly different situation after the practicum. In the case of Julia, she realized that although MPLAs were useful and meaningful and felt reward for having been able to transform the classroom reality to some extent, she also felt somewhat disappointed because she realized they were challenging to teach. Julia after the practicum did not feel the high enthusiasm and excitement she showed before teaching. Finally, Emma seems to have focused on positive emotions by thinking how she would improve her MPLA intervention and overall teaching practice once she became an in-service teacher.

6.1.5. The Role of Self-reflection in Participants' Teacher Development

The four participants found the instances of self-reflection throughout the practicum course highly valuable. Laura, David, Julia, and Emma agreed on the idea that through reflection they were able to become aware of their beliefs about teaching, of how they felt about teaching, of the ways they acted in the classroom, and how their behaviors and decisions impacted their students. For example, through reflection, Laura and David were able to become mindful, develop their teacher identity, and transform and improve their practices in evident ways. In the case of Julia, reflection helped her verbalize the thoughts she had implicit, and it seems to have helped her develop more realistic goals and beliefs about teaching MPLAs. Emma valued the role of reflection as it helped her understand her teaching practices better, think of ways to improve, and think about who she would like to become as a teacher and peacebuilder in the EFL classroom. In regard to the preferred ways of reflecting, except for

Emma, the participants favored the oral reflections done right after teaching their lessons, as these helped them become aware of the immediate actions taken in the classroom and think of concrete ways to improve their practices. Apart from their own beliefs about the role of self-reflection, the findings reveal various ways in which reflection facilitated Laura, David, Julia, and Emma's development as teachers.

6.2. Chapter Conclusion

This chapter reported on the similarities and differences found across the four participants before, during, after the practicum. In sum, as it was described above, participants shared many similarities in regards to their experiences with MPLAs in the practicum. In some cases, the similarities were found among the four participants. In other cases, the coincidences were found within members of the same pedagogical pair. Moreover, even if differences did not predominate in general findings across the four participants, some individualities were found.

As a group, the participants before the practicum and during the intervention of MPLAs in the university practicum sessions seem to have had very similar beliefs and emotions. For example, before the practicum they shared their beliefs about the purpose of teaching EFL at elementary level, about the way in which they envisioned the fostering of peace, and their emotions about having the possibility to enhance peace through activities in their own classrooms. Additionally, the intervention of MPLAs in the university practicum session seems to have impacted participants in a similar way. At this point they also agreed on their understandings of peace, the dimensions they would foster in their own classrooms, among others. In relation to participants' beliefs, emotions, and actions as manifested in their plans and lessons in the EFL classroom, the similarities were found within members of each pedagogical

pair. More specifically, Laura and David in general were able to reflect in their actions what they believed and felt about peace and MPLAs. Instead, Julia and Emma's beliefs and emotions seem to have been more in dissonance with their actions in the classroom. After the practicum, however, the findings indicate more variety. There were some shared insights across participants, such as their beliefs about the purpose for teaching EFL, and some individual experiences, such as participants' insights about writing plans with MPLAs. Moreover, findings related to other themes, such as MPLA outcomes in the EFL classroom, were shared among members of the same pedagogical pair.

Similarities were also found across participants with respect to the participants' belief transformation throughout their practicum trajectory, especially when taking into account those themes related to the ways of enhancing peace in the EFL classroom. The four participants, to greater or lesser extent, seem to have been impacted by the practicum experience. In relation to their emotions throughout the practicum, there were general similarities across the four participants, and also similarities between the members of the same pedagogical pair. However, the second pedagogical pair presented specific individualities in the emotions experienced throughout their practicum. Finally, mainly similarities were observed in participants' findings about the role of self-reflection for teacher development.

The next chapter provides the discussion of the findings. It intends to offer a better understanding of the participants' experiences by providing the researcher's interpretation and the relationship with the literature reviewed.

CHAPTER SEVEN:

DISCUSSION

This chapter presents the discussion of the findings obtained in the study. It begins with a reminder of the purpose of the study. Then, the findings are discussed by first by presenting a summary of the findings according to the research questions addressed in the study, followed by the author's interpretation of such discoveries in relation to existing research and to their relevance in the field of second language teacher education (SLTE). For the sake of organization, the discussed findings are organized following the different themes that were reported in the previous chapters. As in every chapter of this dissertation, the chapter finishes with a brief conclusion.

This study explored four participants' beliefs and emotions regarding peace and the use of multidimensional peace language activities (MPLAs) in three distinct phases throughout their practicum experience, before, during, and after the course. Moreover, it compared participants' beliefs and emotions about peace and MPLAs with their actions as manifested in the lesson plans they wrote and the English as a Foreign Language (EFL) lessons they taught at elementary school level. The study also sought to track participants' beliefs and emotions development regarding peace and MPLAs and the ways in which these were transformed throughout their practicum experience. Finally, the study investigated the role that self-reflection played in facilitating participants' growth as teachers.

Important discoveries were obtained from the thematic and content analysis of the data. As announced earlier, the summary of the findings as well as the discussion are organized below based on the five research questions addressed in the study. Figures are also included in order to illustrate important interpretations based on the reported findings.

7.1. Discussing the Results According to Each Research Question

7.1.1. 1) What are Four EFL Pre-service Teachers' Beliefs and Emotions About Peace and the Teaching of Peace Before their Practicum I Experience in an Argentine Setting?

Research has documented that teachers' beliefs seen from a contextual approach tend to be influenced by multiple variables, including interaction with others, past learning experiences, and the training received in teacher education courses (Barcelos, 2003; Barcelos & Kalaja, 2011; Borg et al., 2014). Such characteristic seems to have been reflected in many of the beliefs held by the four participants before taking the practicum course, including those related to the purpose of teaching EFL in the Argentine setting, and the mode to be used when fostering peace in the EFL classroom.

The purpose of teaching English at elementary level in the Argentine context

Participants' similar insights about the purpose of teaching EFL at elementary level, which included the importance of developing the intercultural competence by teaching culture and fostering human values, seem to have been influenced by the content covered in many courses of the English Teacher Training Program. Before pre-service teachers entered the practicum, they had taken certain courses that conceive culture and language to be

intertwined. For example, in some of the language courses of the program of studies, the teachers tend to use texts to exploit not only the linguistic dimension, such as a specific grammar point, but also the intercultural dimension, such as cultural differences between students' own culture and the culture included in the text used.

In addition, in some of these courses, such as Children's and Youth Literature and Internship II (see Table 2 in Chapter 3), students had opportunities to analyze the guidelines of the Argentine Ministry of Education, which consider the intercultural dimension as one of the essential components to be taught in the EFL classroom (NAP, 2012). Given the training and courses offered in the English Teacher Training Program, it is not surprising to have observed that the participants agreed that the purpose for teaching EFL in the Argentine setting had to do with developing learners' linguistic and intercultural competence. The four participants' beliefs about the importance to teach cultural content in the classroom relate to findings from other studies on teacher development (Barcelos, 2015; Kalaja, 2015) in which it was found that pre-service teachers conceived the culture to be a central component to be taught in the EFL classroom.

Mode for the implementation of MPLAs in the EFL classroom

Another commonality in participants' insights before the practicum was related to what they thought would be the best way to enhance peace in their EFL classrooms. Before the practicum course and the intervention of MPLAs, it seems the participants did not think that peace could be taught explicitly through experiential and reflective activities. Such findings seem plausible given that the English Teacher Training Program courses at the National University of Río Cuarto in general do not integrate the explicit teaching of peace into their content. In the few cases in which peace is intended to be fostered in the classroom,

it is done only indirectly through texts. When asked about how peace in the EFL classroom could be fostered, the four participants envisioned teaching peace mainly implicitly by being a role model or by including contents that would reflect peace. As mentioned in Chapter 2, Oxford (2017) calls this way of enhancing peace the Impossible Dream Mode, whereby teacher educators intend to foster peace implicitly by instructing pre-service teachers to teach the target language for communication. As Oxford (2017) explains, these teacher educators seem to expect that the cultivation of peace in future teachers will emerge on its own. Oftentimes this mode for teaching peace is unsuccessful, as the mere discussion about peace without inner reflection and concrete opportunities to experiment with peace related ideas is insufficient for pre-service teachers to integrate peace into their pedagogical content knowledge and be able to put into practice in their EFL classrooms. In SLTE, it becomes essential to help prospective teachers embody peace through awareness and reflection (Olivero & Oxford, forthcoming).

Another explanation for participants' opinions about the implicit teaching of peace in the EFL classroom at elementary level, also possibly shaped by previous learning experiences and the training received in the program of studies, might relate to the approaches that are often favored for the teaching of EFL to young learners. As young learners tend to have low level of awareness about themselves and about the process of learning (Shin & Crandall, 2014), it seems logical for pre-service teachers to favor indirect and implicit approaches to the teaching of EFL at elementary level. However, in fact research has shown (Nisbet & Shucksmith, 1986) that young learners also possess metacognitive knowledge. Young learners can be reflective of their own process of learning, and if given the appropriate chances and scaffolding, they are capable of raising their awareness of how they learn (Brewster & Ellis, 2002). In this vein, it becomes

crucial to embrace reflective and experiential approaches in the EFL classroom that will allow young learners develop cognitive, emotional, social, and cultural awareness.

Participants' understanding of peace

Apart from the shared beliefs mentioned above, another recurrent theme in the findings was associated to participants' understandings of peace. David, Julia, and Emma's association of peace with harmony even in the presence of conflict relate to Dr. Martin Luther King, Jr (2001), who explained peace is harmony achieved by working productively with conflicting perspectives. These participants seem to have had a current view of peace, named positive peace (Galtung, 1996), which involves intergroup harmony, the presence of positive relationships and emotions, healthy social systems, human rights, and productive conflict resolution (Groff, 2008; Oxford, 2013a, 2014). For example, for David peace implied negotiation and conflict resolution with different members of the community (see Chapter 4, page 140)

Laura, instead, had a more traditional view of peace known as negative peace (Galtung, 1996), as she related peace to the absence of violence and negative emotions. In her first interview she had expressed that in order to experience peace there could not be conflict or negative situations or emotions (see Chapter 4, page 117).

Emotions about incorporating MPLAs in the EFL classroom

The findings also showed that the four participants manifested similar emotions regarding the possibility of enhancing peace in their own EFL classrooms. The four participants experienced both positive and negative emotions, although the positive emotions seem to have predominated. David, Laura, Julia, and Emma said to be interested and enthusiastic about having the possibility to foster values through the teaching of peace. However, they said to be anxious as they were unsure of how to proceed with such

innovations and of the outcomes in their own classrooms. These findings relate to what MacIntyre and Gregersen (2012) have claimed with respect to both positive and negative emotions occurring simultaneously in everyday emotion schemas. They stated that it is important to understand that positive and negative emotions serve different purposes and should not be seen as extremes of the same continuum. The fact that participants were enthusiastic and interested about teaching peace and at the same time anxious for not being able to anticipate the outcomes of such implementation indicates that participants were experiencing ambivalence (MacIntyre, 2007).

Moreover, as Barcelos (2015b) explained when unpacking the intricate relationship between beliefs and emotions, beliefs tend to influence emotions and stimulate new positive emotions, which serve to explain why the participants might have felt the way they felt regarding the possibility to enhance peace in their own classrooms before the practicum. Participants' enthusiasm and interest about the cultivation of peace in the EFL classroom seems to have been provoked by believing that by fostering peace they would be able to teach according to their beliefs, which included teaching EFL with the purpose of enhancing the intercultural dimension and human values. Thinking that they might be able to teach according to what they believed seems to have been influential in participants' interest in the MPLA innovative approach. Figure 2 shows how beliefs tend to influence emotions, and how the two constructs can function as an interlocked system. As explained above, participants' positive emotions about the possibility to implement MPLAs in their own classes seem to have been influenced by what they believed regarding the purpose of teaching EFL in their own contexts (see Figure 2, adapted from Rodrigues 2015).

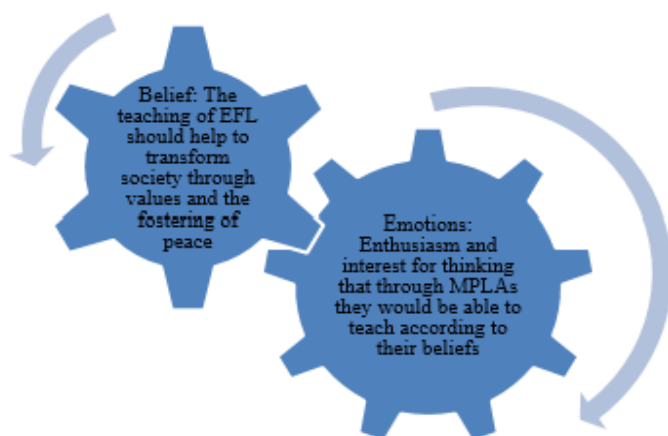


Figure 2. Example of the Interactive Relationship Between Participants' Beliefs and Emotions about Peace and MPLAs

In addition, Julia's enthusiasm and optimistic attitude toward the possible inclusion of MPLAs in her own classroom seem to have been related to believing that the fostering of peace would help her transform the classroom reality similarly to the way she transformed her own self through her personal experience with contemplative practices. Based on the way she felt about her past experience with meditative practices, she was hopeful that her students would benefit from a similar approach, which relates to other common characteristics of the relationship between emotions and beliefs: Emotions can enhance the strength of a belief (Fridja & Mesquita, 2000), and emotions stimulate the elaboration of new beliefs (Barcelos, 2015b). In this vein, Forgas (2000) explains that the relationship between emotions and the formation of beliefs depends on the information processing strategies people employ to react to different situations. For example, teachers with an optimistic attitude towards their profession tend to use positive information when forming their beliefs, such as Julia's attitude when reflecting on the possibility of including MPLAs in her own classroom (see Figure 3, adapted from Rodrigues, 2015).

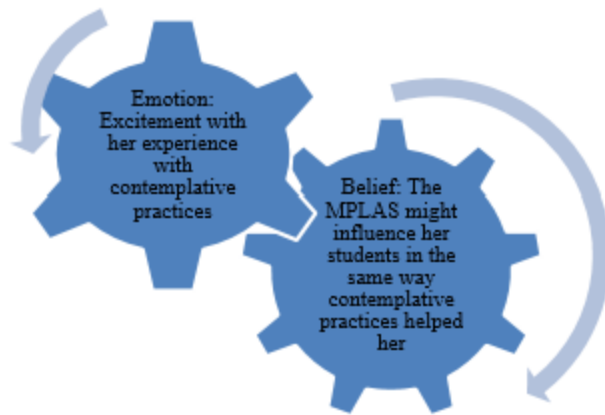


Figure 3. Julia's Relationship Between Emotions and Beliefs Regarding Peace and the Idea of Implementing MPLAs in her Classroom

As stated above, the participants also manifested anxiety about the idea of incorporating the teaching of peace in their future classrooms because it was a new experience, and therefore, they were uncertain about the possible outcomes. Moreover, apart from the fact that learning to teach is an experience loaded with emotions (Johnson & Golombek, 2016), it seems logical that the participants felt anxious when thinking about the possibility of implementing MPLAs as these were innovations, and therefore, they had not had any previous experience with such activities in their lives as learners. However, even though anxiety is considered to be a negative emotion, studies have demonstrated that certain level of anxiety can contribute to students' willingness to take risks and action (Dewaele & MacIntyre, 2014), which might have been the case of some participants, especially of Laura and David.

In sum, many of the findings obtained before the practicum can be explained in terms of the nature and characteristics of beliefs and emotions as seen from contextual approaches: beliefs tend to be influenced by previous learning experiences, interactions with others, and training; beliefs tend to influence emotions and emotions stimulate the elaboration of new

beliefs; emotions enhance the strength with which a belief is held, positive and negative emotions should not be seen as opponents of the same continuum; and the anxiety provoked partly by having to incorporate innovations might have influenced participants' willingness to take risks and action later on.

7.1.2. 2) What are Four EFL Pre-service Teachers' Beliefs and Emotions About Peace and the Implementation of Multidimensional Peace Language Activities During their Practicum I Experience in an Argentine Setting?

7.1.2.1. a) What are four EFL pre-service teachers' beliefs and emotions about peace and the implementation of multidimensional peace language activities in the university practicum sessions? During the university practicum sessions, participants' beliefs about peace and the implementation of MPLAs seem to have been highly influenced by the approaches followed during the intervention, which included holistic, contemplative, and experiential learning. The Full Consciousness Mode proposed by Oxford (2017) also seems to have impacted the participants' thoughts about the way to best cultivate peace in the classroom. Moreover, the beliefs about the peace dimensions they thought it would be important to enhance in the young learner classroom can be explained in terms of participants' level and stage of teaching expertise. In regard to the emotions experienced, it was found that at this stage the participants seem to have experienced positive and negative emotions with greater intensity than what they experienced before the practicum. Whereas the positive emotions seem to have been influenced by the MPLA intervention, some of the participants' intense negative emotions seem to have originated when the participants got to know the classroom context where they would be teaching.

Outcomes of the MPLA intervention in the university practicum sessions

Participants' beliefs about the outcomes of MPLAs in the university practicum sessions coincided with what is expected of activities that draw on the approaches that were followed in these sessions. As stated in Chapter 3, the MPLAs used during the intervention aimed at developing pre-service teachers' whole self through holistic teaching approaches, contemplative inquiry, experiential learning, and positive psychology. The four participants agreed that the MPLA intervention had positively impacted their personal and academic lives. For example, MPLAs aimed at increasing inner and interpersonal peace helped participants become conscious of their thoughts and emotions, helping them take better decisions. This finding can be directly associated to the mode used during the intervention, Oxford's (2017) Full Consciousness Mode, which aimed precisely at enhancing awareness and reflection by teaching peace explicitly. In addition, such discovery is linked to the nature and purpose of such activities, as activities involving inner work and reflection tend to help learners take more ethical decisions (Culham, 2013; Oxford, 2015b, 2016b, 2017). Moreover, certain MPLAs aimed at increasing inner peace facilitated optimism and hope and helped the participants regulate their negative emotions. These findings are consistent with what positive psychology experts have stated regarding the potential of similar activities. Helping pre-service teachers develop positive emotions in SLTE courses can help increase their optimism, foster resilience, hope and hardiness, and consequently overcome obstacles more efficiently (Hiver, 2016; Mercer 2016; Oxford, 2015b).

In addition, the four participants expressed that the experiential approach used in the intervention was also useful as it allowed the participants to integrate theory and practice more easily, and thus help them implement some peace related ideas in their own EFL classrooms. These findings are in agreement with previous results in the SLTE literature that indicated that

experiential activities are highly powerful in SLTE courses for their capacity to influence pre-service teachers' beliefs and emotions by integrating theory and practice and reflecting on their process of learning to teach (Barcelos, 2015a; Busch, 2010; Da Silva, 2005). Experiential learning is known to help individuals learn through concrete experience through doing, reviewing and reflecting, establishing relationships, and translating new knowledge into action (Kolb 1984, in Olivero & Oxford, forthcoming). In this vein, the purpose for adopting an experiential approach during the intervention had to do with the benefit of offering pre-service teachers opportunities to embody the language of peace by experimenting with and reflecting on new ideas, and thus help them integrate theory and practice in meaningful ways (Legutke & Schocker-v. Ditfurth, 2009).

Mode for the implementation of MPLAs in the EFL classroom

With respect to the mode to use when enhancing peace in the EFL classroom, at mid-semester Laura, David, Julia, and Emma imagined teaching peace in an explicit way in the EFL classroom by enhancing reflection and awareness. The Full Consciousness Mode (Oxford, 2017) used during the intervention, together with the experiential and reflective approach followed in the course seem to have impacted directly on participants' beliefs about the way of fostering peace in their own classrooms. The intervention in the university practicum sessions in which participants had opportunities to embody the language of peace and reflect on their thoughts and emotions through specific activities, seems to have been highly influential on their beliefs about the way they would foster peace in their own EFL classrooms at elementary level. This finding gives evidence of the influence that SLTE courses sometimes have in shaping pre-service teachers' beliefs (Cabaroglu & Roberts, 2000; Yuan & Lee, 2014; Zheng, 2015), especially when such courses offer systematic instances of reflection and experiential learning

(Barcelos, 2015a; Busch, 2010, Da Silva, 2005).

Peace dimensions to be fostered in the EFL classroom

The peace dimensions favored by the participants at mid-semester were the inner peace dimension in the first place, and the interpersonal peace dimension in the second place, followed by the ecological peace dimension. The strong desire to enhance the inner peace dimension might have been due to the emphasis placed on inner peace activities during the MPLA intervention in the university practicum sessions (see Chapter 3 for the rationale of the MPLA sequencing). As the practicum experience tends to be loaded with emotions, the inner peace activities were meant to help pre-service teachers manage their emotions and have a more pleasant experience (Johnson & Golombek, 2016). The participants themselves became aware that certain MPLAs that helped them increase their positive emotions and well-being might impact their own students in similar ways.

In addition, David, for example, explicitly stated that experiencing inner peace was essential in order to be able to feel the presence of peace in larger dimensions, which is directly associated to Lao-Tzu's Tao Te Ching's claim that inner peace is the very basis for international peace: "No peace in the world without peace in the nation/ No peace in the nation without peace in the town / No peace in the town without peace in the home / No peace in the home without peace in the heart" (Miall, as cited in Oxford, 2017). Moreover, as mentioned previously, in the case of Julia, her strong interest in fostering the inner peace dimension can also be explained in terms of her previous positive experiences with contemplative practices. Overall, there was a strong interest in developing the inner peace dimension, which relates to what Bai, Cohen & Scott (2013) said regarding the need to re-imagine higher education by focusing on the self: "Unless we are working on rediscovering these human capacities on an

individual and small group level, our chances of finding and creating these capacities on national and international levels seem miniscule” (p.19).

Another explanation for pre-service teachers’ interest in enhancing the inner and the interpersonal peace dimensions might have to do with participants’ level of expertise and stage of professional development. In the field of SLTE it is known that novice teachers in their initial stages tend to be especially concerned with classroom management, which includes being able to handle discipline (Tsui, 2003). During classroom observations, the participants were able to see that in many cases young learners misbehaved, got easily distracted, and had problems in managing their emotions and relating to others. Therefore, it seems that the participants favored the peace dimensions that would help them handle specific classroom situations and that were related to students’ immediate needs (Olivero & Oxford, forthcoming). In addition, the participants believed it would be important to foster ecological peace because the age of the learners was appropriate to help them make a difference in society. For example, Emma believed teaching young learners to protect the environment would influence them as students and future generations as well. The participants thought that this peace dimension could be enhanced through meaningful and engaging ways in the young learner classroom, including arts and crafts.

Finally, two participants at mid-semester said to believe it would be valuable to foster the dimensions of intercultural and intergroup peace, which might be explained by relating them to their beliefs regarding the purpose of teaching EFL at elementary level, which included developing human values through the intercultural dimension. In sum, it was noted that the participants’ came up with their own multidimensional model of peace based on the relevance that each dimension had in their specific context of teaching. Whereas the original model

includes six dimensions, starting from inner peace and then moving to interpersonal, intergroup, intercultural, international, and ecological in forms of concentric circles (see Figure 1, Chapter 2). Figure 4 shows a new version of the multidimensional peace model based on participants' beliefs. It illustrates the most important peace dimensions to be fostered in their elementary level classroom in the form of a pyramid. Similar to a nutritional pyramid, this triangular diagram shows hierarchical relationships among the peace dimensions. The most important dimension (inner) is placed on the bottom and the other dimensions (interpersonal, ecological, and intergroup/intercultural) are placed above and start narrowing up depending on their level of importance.

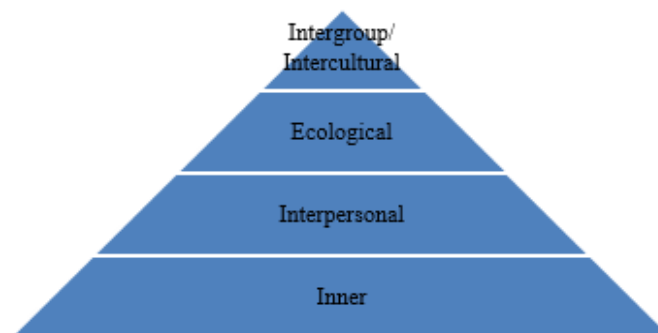


Figure 4. Peace Dimensions Pyramid

Participant's understanding of peace

The participants' beliefs regarding their understanding of peace at mid-semester can be explained by making reference to Yuan and Lee's (2014) study on the process of pre-service teachers' belief development as a result of the practicum. Emma, David, and Julia seem to have gone through the stage of confirmation whereby they confirmed their beliefs associated to the concept of positive peace (Galtung, 1996). The pre-service teachers reaffirmed their prior beliefs that peace implied harmony even in the presence of conflict by perceiving these were in

consonance with the new information acquired in the intervention of MPLAs in the university practicum sessions. Moreover, integration seems to have occurred when pre-service teachers reorganized prior and new beliefs into a more comprehensive system. For example, the participants learned that peace could be experienced in smaller and larger dimensions, indicating the influence of Oxford's (2013) model of multidimensional peace. Laura, however, seems to have gone through the stage of disagreement at mid-semester. She rejected her previous beliefs that peace meant the absence of violence and negative emotions after having worked with models of positive peace during the MPLA intervention. In other words, the findings indicate that the intervention based on models of positive peace (Walid Lofty & Toffolo, in progress) seems to have influenced in evident ways the way in which participants conceived peace.

The purpose of teaching English at elementary level in the Argentine context

Participants' beliefs about the purpose for teaching EFL can also be explained by drawing on Yuan and Lee's (2014) study. The four participants seem to have confirmed and even strengthened their beliefs that the teaching of EFL at elementary level in the Argentine setting should consider not only the development of the linguistic competence, but also the intercultural competence. Such insights seem to have been confirmed by new theoretical knowledge acquired in the practicum course. Apart from the influence of the MPLA intervention, some of the authors the participants read in the practicum course highlight the importance of teaching cultural aspects when teaching English as an international language (Shin & Crandall, 2014). These authors claim that exposing young learners to other cultures at early stages is optimal to begin building their intercultural competence in order to develop global citizens. Interestingly, however, as explained earlier, even though their beliefs remained

strong, the participants did not focus primarily on MPLAs aimed at increasing intercultural and intergroup peace when asked about what specific dimensions they would foster in the EFL classroom. It seems the participants believed strongly in fostering these dimensions but they found it more meaningful to foster values through smaller peace dimensions before working on larger dimensions. In other words, intergroup and intercultural peace did not seem to be dimensions to be prioritized in the classroom because the pre-service teachers believed these were not meaningful to their elementary students' daily reality.

Emotions about incorporating MPLAs in the EFL classroom

Finally, the findings at mid-semester revealed that the participants seem to have experienced emotions with higher intensity than what they experienced before the practicum. Participants' positive emotions seem to have been influenced by their beliefs (Barcelos, 2015b) about the importance of teaching peace. For example, the intervention of MPLAs in the university practicum sessions seems to have intensified participants' positive emotions about the idea of implementing them in their classrooms because the participants considered MPLAs innovative, meaningful, and useful in order to educate for social transformation and create a healthy learning atmosphere. This gives evidence of the importance of providing learners with meaningful learning experiences, which is a main characteristic of holistic and humanistic teaching approaches (Lin, 2013; Maslow, 1979). The four participants were able to experience the value of the different MPLAs. Additionally, at this point in the semester some participants said to have more tools and ideas to implement MPLAs, increasing their confidence to implement them in their own contexts. The intervention of MPLAs allowed participants have a smoother transition from theory to practice, and helped them theorize their practice because it gave them opportunities to embody the language of peace and reflect on their experiences. Once

again, such findings confirm the high influence of experiential and reflective approaches in pre-service teachers' beliefs and emotions (Barcelos 2015a; Legutke & Schocker-v. Dittfurth, 2009).

However, even though the participants were interested in innovating in their own classrooms, in the case of Laura, David, and Julia, their unpleasant emotions seem to have become more intense after having observed the real classroom context. They started to experience fear and insecurity about being unable to cultivate peace in the ways they envisioned and they were unsure about the outcomes, including students' reactions towards the intervention. Laura, David, and Julia seem to have anticipated and feared possible emotional dissonance (Golombek & Doran, 2014). This finding also relates to the powerful impact of the real classroom context in pre-service teachers' beliefs and emotions, which is sometimes more influential than the theoretical knowledge offered in the practicum course (Barcelos, 2015a; Kubanyiova, 2012). It is known that the teaching experience is loaded with emotions (Johnson & Golombek, 2016), this was intensified among the participants when being in contact for the first time with the real teaching context. For example, David showed more signs of fear and worry when he expressed that during classroom observations he realized that students had serious discipline problems and was not sure how he would manage the classroom (see Chapter 4).

All in all, during the university practicum sessions, participants' beliefs and emotions about peace and the implementation of MPLAs seem to have been shaped by the approaches followed in the MPLA intervention, the materials read in the course, and the interactions with the real classroom context, which coincide with how beliefs and emotions are characterized within the field of SLTE and contextual approaches (Barcelos & Kalaja, 2011; Borg, 2011).

7.1.2.2. b) What is the relationship between four EFL pre-service teachers' beliefs, emotions, and actions (as manifested in the lesson planning and implementation in their in-school teaching experience) regarding peace and multidimensional peace language activities? The findings about participants' beliefs, emotions, and actions regarding peace and MPLSs at mid-semester reflect the complex relationship that exists among these constructs (Barcelos, 2015b; Rodrigues, 2015; Zheng, 2015). Whereas certain beliefs were reflected in pre-service teachers' classroom practices, some were incongruent with their actions. An explanation for the relationship between participants' beliefs and actions can be given by referring to Da Silva (2005), whose research revealed that there are two groups of perceptions, those formed through experiential learning often before the practicum and those formed through theoretical knowledge in the practicum and that these tend to influence pre-service teachers' actions in different ways. With respect to participants' emotions during the implementation, they seem to have been directly influenced by their beliefs and actions (Rodrigues, 2015). When teachers teach according to what they believe, they tend to experience positive emotions, and when they do not, the opposite tends to happen. As reported in the previous chapters, the findings regarding the relationship between participants' beliefs and actions show that whereas Laura and David seem to have acted mostly according to their beliefs about peace and the inclusion of MPLAs in the young learner classroom, Julia and Emma's beliefs seem to have been more in dissonance with their actions. With respect to participants' emotions about the possibility of including MPLAs in their own classrooms and the way they actually felt when teaching, there was also more congruence in the case of Laura and David and incongruence in the case of Julia and Emma.

7.1.2.2.1. Laura and David's beliefs and emotions about peace and MPLAs reflected in actions.

The purpose of teaching EFL at elementary level in the Argentine setting and participants' understanding of peace

In the case of Laura and David, for example, mainly agreement was found between their beliefs and actions with respect to the purpose of teaching EFL at elementary level. Laura and David had the conviction that teaching EFL implied teaching values and developing better citizens, and this was clearly shown in their actions in the classroom through the importance given to MPLAs and also through their everyday attitude. Laura and David gave MPLAs a primary role in the classroom, and therefore they included them with frequency in the classroom by integrating them with the contents they were assigned to teach. At the same time, Laura and David were both peacebuilders in the classroom and handled multiple conflictive situations in a humanistic and harmonizing way. They cultivated peace through their actions and their choice of words. For example, as explained in Chapter 4, both participants showed to foster love, empathy, and respect in the classroom. Based on the analysis of data collected before the practicum and at mid-semester, it seems that Laura and David's beliefs regarding why to teach EFL at elementary level in the Argentine setting were strong and deep rooted. This finding coincides with Farrell and Ives' study (2015), in which it was found that the study participant's beliefs may have been formed before he began to teach during his experience as a learner and this might have influenced his classroom practices. Laura and David might have formed beliefs about educating for social transformation and the need to humanize education before entering the practicum through experiential knowledge (Da Silva, 2005). Furthermore, the MPLA intervention in the practicum course offered them theoretical knowledge and experiential

learning opportunities related to a specific way of transforming society through the teaching of peace language. Therefore, it seems that the beliefs formed prior to the practicum and those formed through the theoretical knowledge acquired in the course were in alignment, which led Laura and David to teach according to what they believed. Such findings coincide with Da Silva (2005), who found that when beliefs formed from experiential learning before the practicum are in harmony with the theoretical knowledge received in the practicum, beliefs tend to be reflected in pre-service teachers' actions in the classroom.

Peace dimensions to be fostered in the EFL classroom

The findings also showed that there was coincidence between the dimensions Laura and David said they would foster and what they did when planning their lessons and teaching their classes. It seems David and Laura's beliefs about the importance of fostering inner and interpersonal peace were strong. When they learnt that the classroom context where they would have to teach was problematic, they confirmed their beliefs (Yuan & Lee, 2014) about the importance of cultivating these dimensions in the hope that the teaching of inner and interpersonal peace would help create a better learning atmosphere and rapport.

Emotions about the incorporation of MPLAs in the EFL classroom

Laura and David's positive and negative emotions about having to incorporate MPLAs in their classrooms coincided with what they actually said and showed to feel during the implementation in the classroom. Even though at the beginning of their practice, Laura and David experienced negative emotions when they realized they were not aligning their practices according to what they believed regarding the fostering of peace, with practice and reflection they were able to teach according to their beliefs and experience positive emotions (see Figure 5). This finding coincides with Rodrigues' (2015) study in which it was found that when

teachers' actions coincide with their beliefs they tend to experience positive emotions. Such was Laura and David's case when they realized that through the inclusion of MPLAs and a peaceful attitude, they were humanizing and harmonizing the EFL classroom.

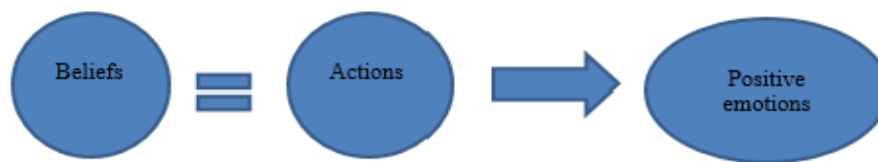


Figure 5. Relationship Among Laura and David's Beliefs, Actions, and Emotions

7.1.2.2.2. Laura and David's beliefs and emotions about peace and MPLAs partly reflected in actions.

Mode for the implementation of MPLAs in the EFL classroom (only at the beginning of their practices).

Even if mainly consistency was found between Laura and David's beliefs, emotions, and actions, there was lack of agreement with respect to beliefs related to how specifically to foster peace in the classroom. At the beginning Laura was not able to follow the Full Consciousness Mode (Oxford, 2017) when trying to enhance peace. Her anxiety seems to have led her to unintentionally skip important parts of the lesson plan and teach peace rather implicitly, which is not the most meaningful mode to help learners become aware of the importance of experiencing and expanding peace in other situations outside the classroom. In other words, Laura's emotions seem to have impacted her actions in a negative way (Rodrigues, 2015). Moreover, the fact that the explicit and reflective teaching of MPLAs was a novelty for Laura might explain why she tended to forget the parts of the sequence that differed from more traditional language activities. The lack of experience and familiarity with this innovation

together with the negative emotions she experienced at the beginning of her in-school teaching practices led her to act in disagreement with her beliefs. Explicit reflective teaching is not a common practice in the context of the study, neither at elementary level nor in many courses of the English Teacher Training Program. Even if at this point Laura said to believe in the Full Consciousness Mode to the teaching of peace, this seems to have been a newly acquired belief, thus, possibly vulnerable (Munby in Pajares, 1992). In other words, the explicit teaching of peace might have been part of Laura's theoretical knowledge received in the practicum course and not fully part of her experiential knowledge (Da Silva, 2005).

Techniques for the implementation of MPLAs in the EFL classroom

David's beliefs about the techniques to be used when enhancing peace were only partly reflected in what he planned and did during his teaching practices, which confirm Zheng's (2015) claim that the contexts sometimes constrain the implementation of beliefs into classroom practices. As explained in Chapter 4, whereas David had thought of cultivating peace mainly through group-work activities involving negotiation, his lesson plans included mostly individual and whole class activities involving crafts and contemplative practices (see page 150). These findings relate to one of the main characteristics of beliefs, seen as context dependent, dynamic, and conflictive (Gabillon, 2005; Kalaja et al., 2015). The differences between David's beliefs and actions in the classroom seem to have been due to the influence of the specific context where he had to teach. Students' young age and the difficulties they had in focusing their attention seem to have led David to adjust his practices to the particular teaching context, which relates to an important parameter of the Post Method Era Pedagogy (Kumaravadivelu, 2003) that forms part of the contents covered in the practicum course. Moreover, based on David's background information (see Table 3 in Chapter 3), the fact that he had taught English in

different contexts before entering the practicum might also explain why he was able to adapt to specific contextual needs with quite ease. (See Figure 6 for an example of the influence of context on the relationship between David's beliefs and actions).

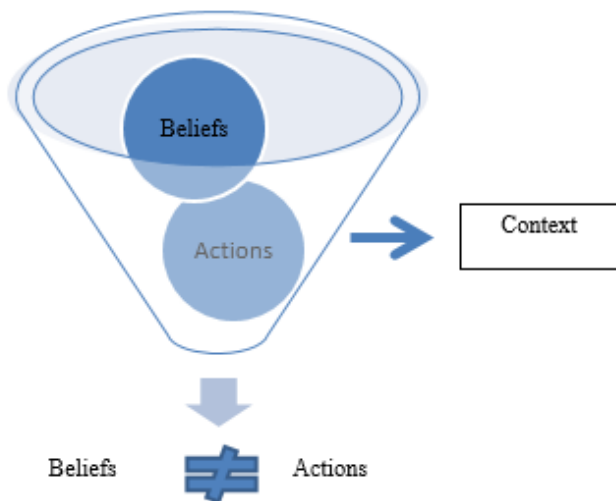


Figure 6. Influence of Context on the Relationship Between David's Beliefs and Actions

7.1.2.2.3. *Julia and Emma's beliefs and emotions about peace and MPLAs reflected in actions.*

Participant's understanding of peace

As explained in Chapter 5, Julia and Emma's beliefs that peace implied wellness and the capacity to solve problematic situations in productive manners were reflected in the inner and interpersonal peace language activities they included in the lesson plans, and also in the peaceful attitude they tried to have in the classroom in spite of the challenges they faced during the implementation of MPLAs. Julia's association of peace with inner harmony might have been originated during her positive personal experiences with contemplative practices and seem to have been strengthened as a result of the contemplative approach used in the university practicum sessions. The close relationship between her past experiences and what she learned in

the practicum course seems to have led her to act according to her beliefs. The reported findings regarding Julia and Emma's understanding of peace and their actions as manifested in their lesson plans and partly in their classroom actions give evidence once again that when the knowledge pre-service teachers gain from past experiences and interactions with others prior to the practicum is related to what they learn in the course, it tends to be reflected in their classroom actions (Da Silva, 2015; Farrell & Ives, 2015).

Techniques for the implementation of MPLAs in the EFL classroom

Regarding Julia and Emma's beliefs about the techniques to be used for the implementation of MPLAs and what they wrote in their lesson plans and did in the classroom, it seems that the experiential and reflective approach used in the university practicum sessions as well as the theory regarding the teaching of EFL to children positively impacted their beliefs and classroom practices. For example, Julia and Emma imagined using (and included) realia and crafts to engage young learners in hands-on activities to promote inner and interpersonal peace. Their beliefs and actions seem to be related to the fact that in the practicum course they study that children learn by doing (Shin & Crandall, 2014). In addition, the fact that Julia and Emma had various opportunities to experience inner and interpersonal peace through embodiment in the university practicum sessions confirms once more that experiential learning helps pre-service teachers shape their beliefs and integrate theory and practice (Barcelos, 2015a; Da Silva, 2005).

7.1.2.2.4. *Julia and Emma's beliefs and emotions about peace and MPLAs partly reflected in actions.*

The purpose of teaching EFL at elementary level in an Argentine setting

As stated previously, the findings showed that Julia and Emma's beliefs, emotions, and actions regarding peace and MPLAs were only partly in consonance. Overall Julia and Emma were not able to plan lessons focusing on the intercultural dimension of the language, following their beliefs. When reflecting on this, they both expressed that the English textbook they were required to use did not include cultural content or the explicit teaching of values. The textbooks often used in EFL classrooms in Argentina tend to be those published by renowned British or American editorials. This is not the reality of every context, however. For example, in some African schools, such as those in Ethiopia, EFL materials were specifically designed to help establish societal peace in the local context (Grebegeorgis, 2017). As Emma and Julia had difficulties adapting the material and needed more guidance on this process, they ended following more traditional approaches and sequences seen in typical language classrooms and textbooks. This finding might also indicate that these participants perhaps had a style for learning (Ehrman, Leaver, & Oxford, 2003) that required more structure and guidance. Moreover, Emma even said that sometimes it is impossible to forget the way in which one has been taught. It seems that Emma's beliefs formed from experiential knowledge (through her various past learning experiences) were not in alignment with the knowledge acquired in the practicum, and consequently, this did not lead to the corresponding actions in the classroom (Da Silva, 2005).

Peace dimensions to be fostered in the EFL classroom

Another incongruence between Emma and Julia's beliefs and classroom practices was

found in relation to what they believed about the peace dimensions to be fostered. They said to believe in several peace dimensions, however, they planned and implemented MPLAs intended to enhance the inner and interpersonal peace dimensions. This might be explained by their interest in attending to immediate needs because, similarly to David and to novice teachers in general, Emma and Julia seem to have been mostly concerned about classroom management and students' relationships among each other and with the teacher (Tsui, 2003). Therefore, they decided to focus on the peace dimensions they considered most urgent to those needs.

Mode for the implementation of MPLAs in the EFL classroom

For Julia and Emma it was also difficult to adopt the Full Consciousness Mode (Oxford, 2017) when including MPLAs. During their teaching practice it was often difficult for them to raise students' consciousness on the importance of peace and on working with such activities. Their poor teaching and classroom management skills seem to have prevented them from teaching MPLAs in the way they thought they should be incorporated and to in the way these were taught in the intervention of the university practicum sessions. Moreover, similarly to the previous pedagogical pair, it is logical that they will have difficulties innovating without enough exposure over their years of training. The knowledge formed from previous experiences (Da Silva, 2005) did not seem to include reflective and experiential modes of teaching, and thus, learning about these approaches in the practicum course seemed insufficient for them to integrate it into their classroom practices and make it part of their pedagogical content knowledge (Shulman, 1986).

Even if Julia and Emma said that they strongly believed in holistic approaches (Culham, 2013; Lin, 2013) and in the MPLA intervention seen in the practicum course, the findings obtained from the analysis of their lesson plans and the field-notes from classroom observations

give evidence that their practices were highly influenced by more traditional approaches to the teaching of English (Brown, 2007). The years of apprenticeship of observation (Lortie, 1975), their previous learning experiences as language learners, possibly their own learning styles, and the characteristic of the English textbook used, seem to have been highly influential in Julia and Emma's actions in the classroom. In other words, the beliefs formed through experiential knowledge seemed not to coincide with those formed through the theoretical knowledge acquired in the practicum course, which resulted in a mismatch between beliefs and actions (Da Silva, 2005).

Emotions about the incorporation of MPLAs in the EFL classroom

The emotions Julia and Emma expressed about the possibility of enhancing peace in the EFL classroom at mid-semester did not coincide with what they actually experienced in the real classroom context. The classroom experience seems to have increased Julia's negative emotions and reduced the intensity of the positive emotions she had experienced before being immersed in the real classroom context. Julia had initially said to feel excitement about including MPLAs in her classes, although she was also doubtful about the outcomes of such innovation. When the time to start practicing in the real context approached, however, Julia started to feel scared because she began to realize that the implementation might not actually work as well as she had always thought (see Chapter 5, page 171). She even said she was not sure she would be able to teach MPLAs if she had to go through the difficulties that two of her classmates experienced. Such findings reflect the reciprocal interaction between her beliefs and emotions (Barcelos 2015b) (see Figure 7). Julia showed to be somewhat worried and upset during her teaching practice for realizing that the inclusion of these activities did not always lead to the outcomes she had expected. These findings give evidence of the strong emotional dissonance (Golombek

& Doran, 2014) experienced by Julia. That is, the way Julia had envisioned the teaching of peace in her classroom was highly different from what she experienced in reality. In light of this, it becomes important to refer to Chong et al. (2011), who explain that pre-service teachers sometimes enter with unrealistic expectations of teaching, which might result in frustration and the inability to face the classroom reality when they start teaching, which might have been the case of Julia. In this vein, Dörnyei & Kubanyiova (2014) and Oxford (2015) highlight the importance of helping pre-service teachers distinguish between idealistic and realistic goals about teaching, as they could lead to having a smoother and more pleasant experience during the practicum.

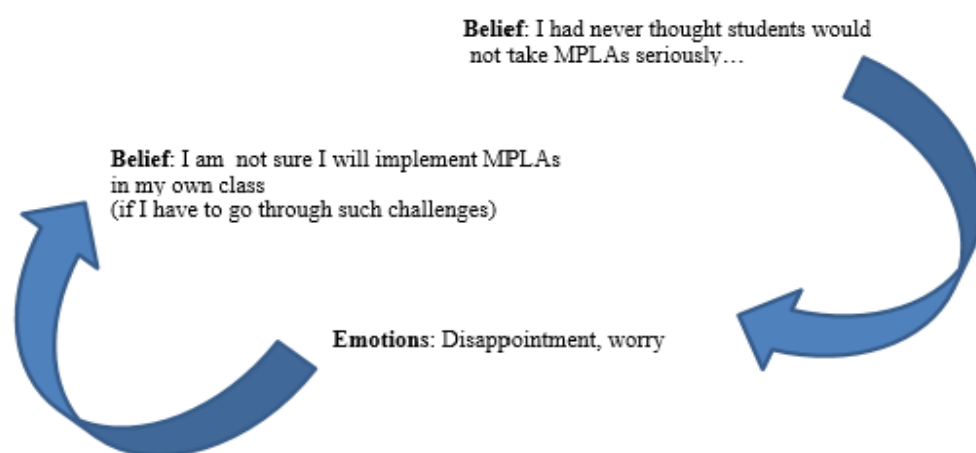


Figure 7. Reciprocal Relationship Between Julia's Beliefs and Emotions

Moreover, Emma's weak teaching skills and students' lack of familiarity with MPLAs prevented her from enhancing peace in a meaningful and successful way, which also influenced her emotions in a negative way. In most of her classes Emma seems to have been unable to realize about what she and her students were doing because she had to attend to multiple situations happening at the same time, which tends to be a common situation for novice teachers

(Johnson & Golombek, 2016; Tsui, 2003). Although Emma had felt enthusiasm about including MPLAs because she believed these activities could help build a healthy learning environment, in the classroom Emma seemed worried and overwhelmed in several of the instances in which she incorporated MPLAs. As shown in Figure 8, the mismatch between Emma and Julia's beliefs and actions led them to experience negative emotions. That is, Julia and Emma were not able to enhance peace in the classroom according to what they believed. As a consequence, they experienced negative emotions, including disappointment, anxiety, and worry.



Figure 8. Relationship Among Julia and Emma's Beliefs, Actions, and Emotions (adapted from Rodrigues, 2015).

All in all, the two pedagogical pairs seem to have differed in the ways in which their beliefs, emotions, and actions were related. In agreement with Barcelos (2015b) and Rodrigues (2015) the findings in this study confirm that the relationship between beliefs, actions, and emotions is complex and multifaceted. Holding a belief does not necessarily imply acting accordingly, as there are multiple factors that might impact what teachers do in the classroom, including the classroom context, the sources of formation of their beliefs, previous and current learning experiences, and affective aspects (Aragão, 2007; Da Silva, 2005). At the same time, as explained above, what teachers believe about teaching and what they do in the classroom will provoke certain emotions in the teachers themselves and in the students (Rodrigues, 2015). In

any case, the importance of exploring pre-service teachers' beliefs, emotions, and practices is not merely to analyze congruence or incongruence. Instead, its relevance lies in helping pre-service teachers become conscious of why they do what they do inside the classroom and why they feel the way they feel, which might lead to a better understanding of their classroom practices and the development of their professional identity (Borg, 2011; Farrell & Ives, 2015; Johnson & Golombek, 2016).

7.1.3. 3) What are Four EFL Pre-service Teachers' Beliefs and Emotions About Peace and Multidimensional Peace Language Activities After their Practicum I Experience in an Argentine Setting?

The participants after the practicum seem to have kept some beliefs regarding peace and MPLAs and modified others as a result of the practicum experience. The participants mainly reflected on the planning of MPLAs and the outcomes of their own interventions, such as the strengths and difficulties they had. Additionally, as a result of these experiences, the participants seem to have developed new positive emotions.

Purpose of teaching English at elementary level in the Argentine setting

After the practicum the four participants held the belief that the purpose of teaching EFL at elementary level, apart from the development of the linguistic competence, was related to the development of human values, which included the teaching of culture. The four participants seem to have confirmed this belief (Yuan & Lee, 2014) after their experience. Laura and David realized about the importance of fostering values by seeing the positive outcomes in their classroom. Instead, Julia and Emma thought it would have been important to focus more on values to help transform their classroom reality. In addition, it should be

noted that the teaching practices were carried out in a school where, as in any other school in Argentina, the fostering of values and societal peace are goals related to the teaching of EFL included in the curricular guidelines (NAP, 2012).

Planning MPLAs in the EFL classroom

Regarding the planning of MPLAs, the findings indicate that Laura (only at the beginning) and especially Julia found it challenging to incorporate reflection in the MPLA sequences, write clear instructions and integrate MPLAs together with regular language activities. Such findings do not seem surprising given that, as explained earlier, the participants had not had previous experiences with holistic or reflective approaches to teaching. That is, such approaches and modes of teaching seem to have been part of new theoretical knowledge acquired in the practicum course (Da Silva, 2005). Moreover, the approaches reflected in the English textbook the participants were required to use also explains why they might have had difficulties when planning MPLAs. As Grebegeorgis (2017) claims, “textbooks are not only meant to deliver subject knowledge; they are also a medium to convey universal and community-specific values” (p.54). Unfortunately, the EFL textbooks used in the school where pre-service teachers taught their lessons tend to lack peace values and peace language, especially the explicit fostering of peace. When EFL textbooks do not incorporate peace related values in their content pre-service teachers need to rely on a great deal of creativity, critical skills, and knowledge to make the necessary modifications to incorporate them.

Additionally, adapting materials might be even more challenging for those pre-service teachers who have a closure-oriented style for learning (Ehrman, Leaver, & Oxford, 2003) and who are less autonomous, as they tend to need more guidance and structure. Even though the

practicum course embraces the ideas of the Post Method Era pedagogy (Kumaradivelu, 2003) that considers it is crucial to adapt materials to the specific context of teaching, sometimes pre-service teachers, as in the case of Julia, are not critical or autonomous enough to decide on what to adapt, how to do it, and why.

Outcomes of teaching lessons with MPLAs in the EFL classroom

With respect to the outcomes of the MPLAs in their own classrooms, Laura and David believed that the outcomes of their implementation of MPLAs in third grade were positive and transformational. Such finding is reasonable as explained earlier; their beliefs and actions regarding the MPLAs were overall in consonance, thereby provoking positive emotions (Rodrigues, 2015). Laura and David believed that working with MPLAs aimed at increasing inner and interpersonal peace helped create a better learning atmosphere. For example, the activities aimed at releasing emotions helped young learners be more kind and empathetic towards their classmates. These findings coincide with what positive psychology in SLA experts have said about activities intended to foster well-being and inner harmony (Helgesen, 2016; Mercer, 2016; Oxford, 2015b, 2016b, 2017). Moreover, it is known that learners need to find meaning in what they do, and that children learn better by doing (Shin & Crandall, 2014). This helps explain why the sequence that Laura and David designed aimed at enhancing ecological peace seems to have worked well, as learners enjoyed working with creative and meaningful hands-on activities. Laura and David emphasized that engaging students in reflection was crucial in order for activities to be meaningful, which confirms the relevance of adopting the Full Consciousness Mode (Oxford, 2017) when including MPLAs in the classroom.

However, in spite of the success, Laura and David thought that certain tasks were harder

to implement because of students' unfamiliarity with this innovative approach. Some of the novel activities produced confusion and anxiety in students. Such finding is associated to the challenges that might be involved in adopting holistic approaches in "unholistic" settings (London, 2013), including new roles in the classroom and new techniques to the learning of a foreign language.

Julia and Emma's beliefs regarding the outcomes of the MPLA intervention in second grade were not as positive as in the third grade classroom. Julia and Emma's beliefs could not be entirely reflected in their actions, and in turn, the outcomes were not as successful (Rodrigues, 2015). These participants believed that some MPLAs did not serve their purpose partly because of unclear instructions, lack of group management skills, and insufficient time to incorporate MPLAs, among other contextual factors. They both agreed that perhaps the outcomes would have been more successful if they had implemented MPLAs more frequently and sooner in their teaching practice month. This finding makes reference to the importance of a systematic inclusion of MPLAs in order to help expand peace. In fact, any type of innovative intervention should be incorporated systematically in order to see productive changes (Gregersen & MacIntyre, 2017). Adopting innovations takes time and plenty of practice as it might involve new goals, roles, and techniques. Julia and Emma mentioned lack of time as a crucial factor in their incorporation of MPLAs. They believed they did not have enough time to include MPLAs because first they felt they had to cover other contents assigned by the EFL school teacher (see Chapter 5, page 178). Interestingly, it seems Julia and Emma were not able to see peace language as language that they could integrate within regular classroom activities. In addition, they seem to have believed that innovations in the classroom imply making radical changes when in fact changes should be gradual in order to be catalyst of successful outcomes

and to sustain in time. “Small-scale, incremental changes can also be innovative” (Hayes, 2014, p.5). Moreover, when evaluating the notion of time, it is known that time is associated with establishing priorities. In fact, both recognized they should have given MPLAs a primary role in their classes to obtain more positive outcomes.

Emotions about the implementation of MPLAs in the EFL classroom

After the practicum the four participants said to experience new positive emotions, which resulted from realizing that the MPLAs innovation in their classrooms had been, although in varying degrees, influential. As reported in the findings, Laura and David seem to have experienced intense positive emotions (see Chapter 6, page 220). Based on the relationship that exists between beliefs, actions, and emotions (Barcelos, 2015b; Rodrigues, 2015), such findings do not seem surprising. Laura and David’s classroom practices regarding the implementation of MPLAs were in consonance with their beliefs, which led to successful outcomes. Consequently, the emotions experienced were joy, triumph, and fulfillment. Humanizer David experienced joy and triumph in seeing that he was able to humanize third graders through his MPLA sequences and his peacebuilding attitude. Spirited Laura felt fulfillment and triumph when she realized that through reflection and awareness she was able to manage her anxiety, shape her beliefs, become more mindful of her actions in the class, and improve her practices, leading to better results in the implementation of MPLAs. Laura was determined to change the reality of third grade from the very beginning, and she experienced joy when she realized she could achieve her goal. Laura and David seem to have been in harmony with themselves, that is, their beliefs about peace and MPLAs and their teacher identities were in alignment (Rodrigues, 2015), which led to experiencing intense positive emotions.

In the case of the second pedagogical pair, after the practicum Julia felt interest and

gratification because she was able to see that the classroom environment toward the end of her practices had become more pleasant. However, Julia became aware of her emotional dissonance (Golombek & Doran 2014; Kubanyiova, 2012). That is, she highlighted the challenge of implementing MPLAs and her disappointment about realizing that the implementation of MPLAs in second grade had been highly different from what she had envisioned. It seems that the classroom practices led idealistic Julia to develop more realistic beliefs (Kubanyiova, 2012) about the incorporation of MPLAs in her teaching context, which in turn neutralized the intensity of her positive emotions. That is, her teaching experience led her to form new beliefs, which at the same time generated new emotions (Barcelos, 2015b). These findings relate to those of Rodrigues (2015), who found that pre-service teachers realized through their classroom practice experience that teaching was possible but a challenging task. Similarly to Julia, the participants in Rodrigues' research realized they needed to keep improving as professionals to achieve better outcomes and be less disappointed.

Emma focused on positive emotions after the practicum and decided to associate the negative emotions and challenges experienced during the implementation with a natural part of being a novice teacher. That is, Emma seems to have shaped her beliefs about teaching and who she was as a teacher with the purpose of regulating her negative emotions. This might be explained by what Rodrigues (2015) states, that pre-service teachers try to be in harmony with themselves by avoiding contradictions between their beliefs and identities in order not to experience negative emotions. Another possible explanation is that Emma seems to have shown to be interested in maintaining her positive emotions through acceptance, an apparent common coping strategy studied in positive psychology (Oxford, 2016b). That is, she chose to accept the challenges experienced regarding the implementation of MPLAs as a natural part of being a

novice teacher and she showed to be optimistic about the future. Even if the outcomes of her implementation were often unsuccessful, after the practicum Emma expressed to be convinced of the value of MPLAs and hoped they would work better when she is in charge of her own classroom. Emma decided to focus on positive emotions by thinking of how her in-service teaching would differ from the pre-service teaching experience. In her practicum Emma decided to “let it be”.

In sum, the findings on the emotions experienced by the participants after the practicum give evidence of the interactive, complex, and close relationship that exists between beliefs, emotions, and actions (Barcelos, 2015b; Rodrigues, 2015), as explained above. It is important to note that after the practicum, the participants did not experience intense negative emotions perhaps because they were not in contact with the classroom context any longer. The four participants had passed the course and, to varying degrees, achieved their goals. Moreover, the presence of positive emotions among the four participants was also surely influenced by the MPLA intervention they received in the university practicum sessions, which drew partly from positive psychology. Cultivating positive emotions in the university practicum sessions seems to have helped help participants, to greater or lesser extent, increase optimism, hardiness, and hope (Hiver, 2016).

7.1.4. 4) What Differences Exist in Four EFL Pre-service Teachers’ Beliefs and Emotions About Peace and Multidimensional Peace Language Activities Before, During, and After their Practicum I Experience in an Argentine setting? In What Ways do These Individuals’ Beliefs and Emotions Develop Differently?

The findings on participants’ development of beliefs about peace and MPLAs indicate

that even though some beliefs remained similar, most beliefs seem to have been different as a result of the practicum experience. Such findings coincide with studies in which it was discovered that SLTE courses, including the practicum, impacted pre-service teachers' beliefs (Borg, 2011; Busch, 2010; Cabaroglu & Roberts, 2000). Based on a contextual approach to the study of beliefs (Barcelos, 2003; Barcelos & Kalaja, 2011), it is reasonable to think that pre-service teachers' beliefs will change to some extent after a semester of classroom practices and as a result of a course that focused on experiential learning and continuous reflection. When analyzing the participants' belief transformation more in detail, the results are similar to Yuan & Lee (2014) and Borg's (2011) studies in which it was found that sometimes the changes in beliefs are not radical, but instead participants' beliefs seem to go through different processes of transformation. Depending on the strength of pre-service teachers' beliefs, the practicum experience might help confirm, extend, integrate some beliefs or reconceptualize others, as in the case of the four participants in the study. In addition, in certain situations the participants' beliefs showed to be context dependent, which is another common characteristic of this individual difference (Barcelos & Kalaja, 2011). The findings also indicate that when comparing the overall development of participants' beliefs, Laura and Julia seem to have transformed their beliefs to a greater extent. Details and explanations of the changes in their beliefs throughout the course were partly discussed in the previous sections of the chapter and will be further explained below.

Purpose of teaching English at elementary level in the Argentine setting

As it has been documented in the literature, there are certain beliefs that are more malleable and others that are more resistant to change (Borg, 2006; Nespor, 1987). The beliefs that seem to have remained stronger and more stable were those related to the purpose of

teaching of EFL at elementary level (see Chapter 6, page 223). In the case of Laura and David, their strong beliefs about educating for social transformation, together with the approach used in the university practicum sessions and their reflections helped them be perseverant, overcome obstacles, and search for pathways to change their practices in order to align their way of teaching with their beliefs. However, as already discussed, in the case of Emma and Julia their beliefs about educating through values and the teaching of culture were not enough to transform their actions when teaching, because there were many other factors that influenced their classroom practices, including their previous learning experiences, possibly their learning styles, and their emotions, among other aspects. In any case, the practicum seems to have helped the participants confirm their beliefs (Yuan & Lee, 2014) about the importance of fostering values through the teaching of English. To a greater or lesser extent, they were able to see how the outcomes of MPLAs helped educate for social transformation, and in the case of Julia and Emma, they realized that more MPLAs would have led to better results. In other words, the four participants reaffirmed prior beliefs about the purpose of teaching EFL by perceiving these were in alignment with the contents learned in the practicum (Da Silva, 2005).

Peace dimensions to be fostered in the EFL classroom

As it is known, beliefs are said to be context dependent and dynamic (Gabillon, 2005; Kalaja et al., 2015; Zheng, 2015). Such characteristics of beliefs were clearly reflected when analyzing the findings regarding participants' beliefs about the peace dimensions that should be fostered in the EFL classroom. The practicum experience, including the classroom practices, seems to have helped some participants confirm their beliefs about what peace dimensions would be important to enhance in the EFL classroom at elementary level. David and Emma sustained that the most important dimensions were the inner and interpersonal peace

dimensions, as the presence of inner peace would help experience peace in larger dimensions, and the interpersonal dimension would help build stronger relationships in the classroom.

Instead, in the case of Laura and Julia, the practicum experience led them to modify their beliefs and also expand them (Borg, 2011; Yuan & Lee, 2014). Whereas initially Laura thought it would be important to foster multiple peace dimensions, the real classroom context seems to have led her to think it would be more meaningful to foster dimensions that would help meet students' specific needs, confirming the idea that beliefs are shaped by experiences, and thus, dynamic (Barcelos & Kalaja, 2011). Julia at the beginning believed in enhancing the inner peace dimension because she had been strongly influenced by her past experiences with contemplative practices. The practicum experience helped her extend her beliefs and add more peace dimensions, such as interpersonal, ecological, and intercultural. However, as it was explained already, she only cultivated the inner and interpersonal peace dimensions, as she decided to focus on the most meaningful dimensions for the specific context of teaching. Interestingly, there is no doubt that the participants focused on the peace dimensions that seemed more relevant to their local needs. Even though they all agreed that the main purpose of teaching EFL had to do with the teaching of values through culture, when faced with the classroom reality, they prioritized fostering values through smaller dimensions. Not one participant mentioned the importance of enhancing international peace in their classroom contexts, as probably this dimension was conceived as a result of obtaining peace in smaller dimensions, and not a priority to their specific classroom needs.

Mode for the implementation of MPLAs in the EFL classroom

The beliefs that seem to have been modified to larger extent are those related to the specific ways of fostering peace in the EFL classroom. A possible explanation for this is that

these beliefs were formed during the practicum; therefore, they were newly acquired beliefs, which are known to be more vulnerable and malleable to change (Borg, 2006). The experiential approach adopted in the course, together with the participants' experiences in their own classrooms seem to have been highly influential in the development of their beliefs as to the ways in which peace should be taught, which confirm the high value of experiential learning in facilitating the transformation of pre-service teachers' beliefs and emotions (Busch, 2010; Legutke & Schocker-v. Ditfurth, 2009; Olivero, 2015). Following Yuan & Lee's (2014) process of belief development explanation, the participants in this study seem to have rejected their beliefs about enhancing peace implicitly and reconceptualized this belief by becoming aware of the importance of fostering peace explicitly by enhancing peace consciousness. They saw the value of helping students to reflect on the importance of cultivating peace in the hope they would be able to transfer what they learned in their homes and other contexts outside the school. Such beliefs coincide with the ripple effect metaphor explained by Oxford (2016a). Inspired by Gregersen, MacIntyre, & Mercer (2016) who explain how the image of ripples in the water relate to the effect that positivity has in ourselves and others, Oxford believes that a similar way in which a drop of water in a pond creates ripples moving wider and wider, an act of peace can create ripples of greater peace.

Finally, when comparing participants' overall transformation of beliefs throughout the practicum, it seems that Laura and Julia transformed their beliefs about peace and MPLAs to a greater extent when compared to David and Emma. That is, in the case of Laura and Julia their beliefs regarding peace and how to enhance peace in the classroom differed more throughout the semester when compared to the beliefs of the other two participants (see Chapters 4 and 5 for a description of the differences in their beliefs *before, during, and after* the practicum). It

might have occurred that many of Laura and Julia's beliefs about peace and MPLAs were formed in the practicum course and, therefore, were more malleable to change than if they had been formed earlier through experiential knowledge (Da Silva, 2005). Instead, David began the practicum being a humanizer, he felt strongly identified with the approach followed in the practicum, and thus he sustained most of his beliefs throughout the semester. Perhaps many of his beliefs had been formed through experiential knowledge before the course (Da Silva, 2005), and this is why they were stronger and more resistant to change. However, even if David seems to have kept most of his beliefs, he seems to have gone through the process of integration, through which he integrated prior and new beliefs into a comprehensive system (Yuan & Lee, 2014) (see Chapter 4, page 155). Finally, a possible explanation for Emma not having made important changes in her beliefs is that she might have felt somewhat "threatened" by the innovative approach seen in the practicum. Similarly to one of Kubanyiova's (2012) study participants, Emma seems to have found the MPLA intervention engaging and meaningful but rather scary and difficult to incorporate it in her classroom practices. In addition, it is known that a change of beliefs and actions often produces discomfort. In this vein, Emma seems to have been using coping strategies to manage the negative emotions by accepting the current situation (Oxford, 2016b) and not making important changes in her current practices or beliefs and by hoping the innovations will work better in a (safer) future situation.

It is important to note that even though the findings indicate that Laura and Julia seem to have modified their beliefs in more evident ways, the four participants transformed their beliefs, especially the ones related to the specific ways of fostering of peace. In agreement with Yuan & Lee's (2014) findings, perhaps not in every case the original beliefs were rejected but they were refined. In sum, the findings indicate that the participants' transformed their beliefs in different

ways, which can be explained in terms of their prior experiences as learners, their interactions in the specific classroom context, how they perceived the contents covered in the practicum course, and also, the emotions experienced during the practicum course, which will be addressed below.

Emotions about peace and the implementation of MPLAs

In agreement with other SLTE researchers (Golombek & Doran, 2014; Johnson & Worden, 2014; Kubanyiova, 2012), emotional dissonance, that is, the tensions created by what the participants imagine about teaching and what occurs in reality does not necessarily evoke change and teacher development. Based on the findings, the four participants seem to have gone through emotional dissonance throughout their practicum experience. However, only in Laura and David these situations seem to have led them to develop as peacebuilders and teachers in significant ways.

As reported above, before the practicum the four participants seem to have experienced ambivalence (MacIntyre, 2007). Their positive emotions seem to have been shaped by their beliefs (Barcelos, 2015b) about the importance of educating for social transformation, and in the case of Julia, by her previous positive experiences with contemplative practices. At the same time the participants were anxious about not knowing what the outcomes of their potential MPLA implementation would be in the real context.

During the practicum, the participants seem to have experienced both positive and negative emotions with greater intensity. The increase of positive emotions seems to have resulted from the intervention of MPLAs in the university practicum sessions, which had a focus on activities aimed at increasing inner and interpersonal peace. As already explained in this chapter, such activities had the purpose of helping pre-service teachers cultivate positive

emotions and help them regulate the negative ones (Hiver, 2016; Oxford, 2015b, 2017). David, Laura, Julia, and Emma believed that these activities had helped them gain confidence and hope about their future MPLA interventions in the EFL classroom. The MPLA intervention in the university practicum sessions seem to have confirmed and strengthened (Yuan & Lee, 2014) the participants' beliefs about the value of enhancing peace.

On the other hand, the interactions in the real EFL classroom context seem to have intensified participants' negative emotions due to the different challenges experienced (Barcelos, 2015a). It was at this stage where it seems that the participants differed in their emotional experiences and trajectories. Laura and David were able to regulate their negative emotions to improve their teaching practices and try to align their beliefs and actions to achieve their ultimate goal, which was educating for social transformation through the teaching of values. Their experiences relate to Fridja and Mesquita's (2000) claim: "strong desires in general tend to induce or influence beliefs" (p. 50). This might help explain, why Laura and David persevered in spite of the contextual challenges they faced. Although Julia and Emma tried to regulate their negative emotions during teaching practice, this did not lead to productive changes with respect to the teaching of MPLAs and their beliefs. Julia and Emma seem to have been influenced by many factors that prevented them from innovating and aligning their beliefs and actions, such as prior models of teaching, lack of time, and the EFL materials they were required to use, among other aspects.

It can be observed that after the practicum the participants seem to have developed new emotions. Laura and David experienced reward and fulfillment for realizing they were able to adjust their practices to what they believed (Rodrigues, 2015). Instead, Julia and Emma were not able to teach MPLAs according to what they truly believed, and the outcomes were not that

successful. It has been shown that when beliefs and actions are not in alignment, they might provoke negative emotions (Rodrigues, 2015). In order to regulate her negative emotions, Emma decided to think of how she would improve in her future teaching practices. She believed that the practicum had too many contextual variables that prevented her from teaching in the way she wanted, and that it was common for novice teachers to go through such difficulties. The apprenticeship of observation (Lortie, 1975) also seems to have played an important role. Emma believed that sometimes she could not “get rid” of the way she had been taught English, and that this had a direct impact on her classroom actions. In the case of Emma, the emotional dissonance (Golombek & Doran, 2014) seems to have led her to shape her beliefs to regulate her negative emotions. Such beliefs were not catalyst of current growth in her practices, but they served to envision how she imagined cultivating peace in the future. These findings relate to what Rodrigues (2015) observed, that pre-service teachers often try to find harmony between their beliefs and identity in order to avoid experiencing negative emotions.

Finally, Julia seems to have developed more realistic beliefs and neutralized her emotions as a result of her practicum experience. It seems that partly because she had ideal goals about teaching MPLAs, these did not prepare her to have the strength and hardiness to make sufficient changes in her practices (Kubanyiova, 2012; Oxford, 2015b). The disappointment experienced in the real classroom context led her to shape her beliefs about the inclusion of MPLAs by thinking the activities were meaningful but more challenging than what she thought. This shows a common characteristic of emotions, as they are said to “enhance or decrease the strength with which a belief is held” (Fridja & Mesquita, 2000, p. 45) making beliefs either more malleable or resistant to change. The practicum experience helped Julia develop more realistic beliefs about the teaching of peace in the EFL classroom at elementary

level.

Apart from the explanations mentioned above, the participants' emotional trajectories might be explained in terms of the character strengths they possessed. Even if these were not variables explicitly investigated in this study, the findings disclosed that the first pedagogical pair seems to have possessed character strengths such as agency, perseverance, creativity and flexibility, which are more conducive of experiencing well-being, succeeding with innovations, and overcoming obstacles. For example, it has been demonstrated that an agentic person has high aspirations, is perseverant, sees options for action, and learns from failure. In addition, perseverance involves resilience, hope, and optimism (Oxford, 2016b). Laura and David seem to have been more agentic and thus searched for pathways for potential growth without focusing on the many variables that prevented them from teaching in ideal conditions. They were determined to achieve the goal of humanizing education through the teaching of MPLAs, and through this innovation they were able to transform the challenging reality of third grade. Laura and David took risks and were open to new ideas, which are common characteristics of an intuitive style for learning. Interestingly, even though Laura had not had previous teaching experiences at elementary level, this did not seem to have prevented her from improving and enjoying the experience.

Instead, Emma and Julia seem to have shown signs of non-agency. A non-agentic individual tends not to search for options to overcome obstacles and often feels helpless (Oxford, 2016b), which were characteristics that Emma and Julia showed to have, for example, when not looking for ways to incorporate more MPLAs into their teaching practices even when they said to believe in their value, or when giving up to the incorporation of such innovations due to challenges they faced related to contextual factors. Emma and Julia might also have a

more closure-oriented style for learning (Ehrman, Leaver, & Oxford, 2003). They showed signs of this learning style when expressing they needed more guidance to be able to innovate in their classrooms. They seem to have felt threatened by the ambiguities involved in the innovation and focused more on regular language activities until the end. Julia had anticipated that she was not sure she would make the effort to implement MPLAs if she found the experience too challenging. Moreover, based on Julia's background information (see Table 3 in Chapter 3) and on what she expressed in her first interview, Julia did not have previous experiences being around kids, which might have contributed to the challenges she had to face in second grade. Julia and Emma felt there were too many contextual factors that negatively impacted their performance, showing less agency and perseverance.

As it has been documented in the literature, emotions and beliefs are related in an interactive and reciprocate way. This implies that emotions impact beliefs and beliefs impact emotions (Barcelos, 2015b; Rodrigues, 2015). In agreement with Rodrigues' (2015) study, in the current study it was found that in some cases the participants' beliefs influenced their emotions, and emotions also shaped participants' beliefs, as well as their actions and overall teacher development. Moreover, as explained above, the participants' beliefs, emotions and overall experience might also have been influenced by their character strengths, which include habits of mind and virtues that might help explain why some people have higher well-being than others (Oxford, 2016b).

7.1.5. 5) In What Ways does Self-reflection Contribute to Four EFL Pre-service Teachers' Development in their Practicum I Experience in an Argentine Setting?

As it is known, self-reflection allows pre-service teachers to regulate their own

emotions, shape their own beliefs, and develop more effectively (Aragão, 2007; MacIntyre & Gregersen, 2012; Oxford, 2015b). In this study, it became evident that through reflection the participants shaped their beliefs and emotions about teaching, and specifically, about cultivating peace in the EFL classroom. By reflecting retrospectively and introspectively (Farrell, 2011), the four participants developed as teachers in different ways. This section of the discussion focuses on what the findings revealed about the role of reflection in the participants' growth as teachers, including what they believed about self-reflection, their preferred ways of reflecting, and on the value of reflecting through tools that belong to contemplative inquiry.

Awareness of beliefs, emotions, and actions

In this study, the four participants found the instances of self-reflection throughout the practicum course highly valuable. Laura, David, Julia, and Emma agreed on the idea that through reflection they were able to become aware of their beliefs about peace and teaching EFL, of how they felt about teaching and about including MPLAs, of the ways they acted in the classroom, and how their behaviors and decisions impacted their students. For example, through reflection, Laura and David said they were able to become mindful about what they were doing in the classroom, and this led them to look for ways to regulate their negative emotions, shape part of their beliefs, and change some of their classroom actions (see Chapter 4). Given that the practicum course tends to be loaded with emotionally charged situations that in part result from the tensions and challenges pre-service teachers encounter (Johnson & Golombek 2016; Kubanyiova, 2012), offering pre-service teachers ways to regulate their own emotions becomes paramount, as it was done in the current study. In the case of Julia, reflection helped her verbalize the thoughts she had implicit (see Chapter 5, page 185), and as explained earlier in this chapter, this seems to have helped her develop more realistic goals and beliefs about

teaching MPLAs and become aware of the influence of the real classroom context in her teaching practices (see Chapter 5, page 180). Emma valued the role of reflection as it contributed to understanding her teaching practices better, thinking of the many factors that seem to have prevented her from teaching according to her beliefs, and thinking about who she would like to become in the future. For example, by reflecting on action and retrospectively (Farrell, 2011) Emma realized she had been taught EFL in ways that were very different from the approaches she would like to embrace in her own classroom.

In regard to the preferred ways of reflecting, except for Emma, the participants favored the oral reflections done immediately after teaching their lessons because they said they wanted to be told what they had done right or wrong and how to improve their classroom practices. Through such claims, the participants seem to have disclosed positivist views of teacher education, which tend to focus on imitating what effective teachers do without necessarily developing a professional identity based on researching and theorizing their own teaching practices (Johnson, 2009). Interestingly, although the four participants recognized reflection had helped them become conscious of their own practices and understand the sources of their actions, which would relate to an interpretative epistemological perspective (Johnson, 2009), when asked about the most useful artifacts for reflection, their responses revealed their traditional views of SLTE.

Apart from their own beliefs about the role of self-reflection, the findings reveal various ways in which reflection contributed to the four participants' growth as teachers. Reflection helped them become aware of the importance of fostering peace, of enhancing reflection in their own classrooms, of their own emotions and their possible triggers, of the ways in which they could improve their practices, and of realizing what had prevented them from acting according

to their beliefs. Reflection helped the participants deal with their unsettling experiences throughout the practicum. By reflecting with the help of a dialogic mediator, the participants were able to become aware of the emotional dissonance experienced (Golombek & Doran, 2014; Johnson & Worden, 2014; Kubanyiova, 2012). In many cases, reflection led to greater emotion-regulation, stronger wellness, more creative thought and action, and a more positive attitude (Oxford, 2015b).

In addition, there were many instances in which reflection helped the participants be adaptive, such as when they decided to foster certain peace dimensions and techniques in their classrooms and after knowing the classroom reality. Such examples indicate that in some cases the participants showed to be adaptive by balancing innovation and efficiency (Johnson, 2009). For example, they planned and implemented MPLAs aimed at fostering certain peace dimensions and at the same time adapted and adjusted to the complexities of the context in order to make sensible decisions (Johnson, 2009). In agreement with Hammond and Bransford (in Johnson, 2009) teacher educators should help teachers become “adaptive experts”. Without a doubt, by helping the participants reflect on why they did what they did in their classrooms, this study helped them achieve this paramount goal of teacher education.

Moreover, apart from the narrative artifacts that helped pre-service teachers become reflective, during the intervention of MPLAs the participants seem to have benefitted from contemplative inquiry tools, which are highly powerful in fostering reflection, such as visualization, journaling, and meditation (Cohen, 2009; Lin et al., in progress). By working with their inner selves, pre-service teachers had the opportunity to become more aware of their behaviors and the consequences of their behaviors, thereby helping them to act more ethically (see Chapter 4, page 120). At the same time, in some cases inner work through meditation and

visualization helped the participants lower their anxiety (see Chapter 4, page 130), overcome negative thoughts and emotions, and thus increase their optimism and hope. The increase of positive emotions in some cases led to taking better decisions in the classroom, which coincides with studies that have confirmed that effective processing of emotions leads to better decisions (Bechara, Damasio, & Bar-on, 2007). Moreover, it was found that contemplative inquiry helped participants, in varying degrees, become more peaceful, empathetic, and creative, which are common elements involved in contemplation (Zajonc, 2006) and essential elements to develop as peacebuilders.

In summary, both the participants' own beliefs about the role of reflection in the practicum as well as what was revealed in the findings indicate that reflection helped the participants become aware of their process of learning to teach and the complexities involved, including their beliefs, emotions, the relationship with their actions, and their overall professional identities. Without a doubt the findings of this study confirmed that beliefs and emotions are enhanced through reflection (Barcelos & Kalaja, 2011) not only through narratives, but also by exploring the self through contemplation (Cohen, 2009).

7.2. Chapter Conclusion

This chapter presented the discussion of the findings in relation to existing literature in the field of SLTE. As it was explained above, overall the participants' beliefs and emotions about peace and MPLAs seem to have been influenced by multiple factors, including previous learning experiences, interactions in the real classroom context, the approaches followed in the university practicum sessions and the MPLA intervention, and even the participants' character strengths and possible learning styles. In addition, this chapter explained how participants'

beliefs and emotions were related in interactive ways and had a direct impact on pre-service teachers' actions. At the same time, the discussion revealed that the relationship between participants' beliefs and actions about peace and MPLAs led participants to experience positive or negative emotions. Finally, the chapter elaborated on the multiple ways in which engaging participants in reflection helped them become more aware of their beliefs, emotions, and actions, and consequently grow as EFL teachers and peacebuilders. The next and last chapter of this dissertation presents the conclusions of the study, limitations, and important pedagogical and research implications that this study has in the field of SLTE.

CHAPTER EIGHT:

CONCLUSIONS, LIMITATIONS, IMPLICATIONS

The last chapter of this dissertation presents the general conclusions of the study and explains the way in which this study has filled a significant gap in second language teacher education (SLTE) by means of an innovative intervention in the context of the study and also by the theoretical frameworks adopted. Next, the chapter addresses some limitations and it then elaborates on important pedagogical and research implications that this study has in the fields of SLTE, English as a Foreign Language (EFL) and English as a Second Language (ESL). As the other chapters in the dissertation, the chapter finishes with brief concluding remarks of the chapter.

One important pedagogical implication makes reference to the value of combining holistic, experiential, and reflective approaches in SLTE. Moreover, it highlights the need to cultivate peace in SLTE through multidimensional peace language activities (MPLAs) and explicit modes of teaching to help future teachers become peacebuilders in the EFL classroom. Other implications in the fields of SLTE and EFL/ESL relate to the potential of including the teaching of peace earlier in the program of studies and that elementary schools also engage in collaborative work and interdisciplinary work related to peace. Another implication refers to the importance of considering pre-service teachers' character strengths and styles for learning when incorporating innovations in order to provide them with guidance to help them transition the practicum experience in the best way possible. The last

pedagogical implication focuses on the value of preparing prospective teachers to critically analyze and adapt existing EFL and ESL materials to integrate peace related values.

Next, the chapter addresses important research implications, such as the significance of investigating individual cases in SLTE in their own contexts of teaching, and the need to gain more insights about pre-service teachers' experiences with the implementation of holistic teaching approaches, including the teaching of peace. The chapter also calls for the necessity of adopting innovations for the exploration of the self in SLTE not only as teaching approaches, but also as research perspectives. The last research implication makes reference to the importance of reviewing EFL and ESL textbooks, as these often do not reflect the types of innovative approaches currently embraced in SLTE. In order to better organize this section, each implication is identified with a subheading.

8.1. Conclusions of the Study

Successful language teaching is fundamentally social, interactional, and interpersonal in nature, and thus, emotional and social intelligence are core competencies. Teaching requires a commitment to being innovative, open to new ideas, and transformative in the classroom (Larsen Freeman, as cited in Gregersen & MacIntyre, 2017, p. vii)

This multiple case study has indeed acknowledged Larsen Freeman's claim by incorporating an innovation in SLTE intended to develop pre-service teachers' whole being, with the purpose of forming ethical, socially responsible and emotionally intelligent professionals capable of transforming their own lives and the lives of their students. The current study filled a significant gap in SLTE both by means of the methodology used, which included narrative and contextual approaches to explore participants' experiences with an

innovative intervention in a practicum course, and by the theoretical frameworks chosen, including holistic, experiential, and reflective approaches to the study of teacher development.

The current study has explored pre-service teachers' beliefs and emotions deeply and as they developed in the participants' own contexts of teaching. The contextual and narrative approach used has indeed helped further the understanding of the intricate and complex relationship that exists between beliefs, emotions, and pre-service teachers' actions, and the ways in which reflecting on these variables facilitated teacher development. The approach used also helped confirm that the specific context in which pre-service teachers have their in-school teaching experience highly impacts their beliefs, emotions, and classroom actions. The greatest contribution of this study, however, is that it examined pre-service teachers' cognitions and emotions regarding an innovative teaching approach that precisely focuses on these aspects of the self through activities belonging to holistic, experiential, and contemplative practices. Such intervention led participants to become, among other aspects, more reflective, ethical, compassionate, and peaceful EFL professionals. This study has helped certain pre-service teachers, and will hopefully influence other teachers, to use multidimensional peace language activities (MPLAs) to foster multidimensional peace in their own EFL classrooms. As speakers and facilitators of the language of peace, teachers can be catalysts for social transformation and for inner transformation within themselves and their students. The systematic cultivation of the language of peace can offer teachers and students opportunities to work with and reflect on different peace dimensions, thereby cultivating seeds of peace in different contexts and situations (Olivero & Oxford, 2016).

As a result of the study, pre-service teachers became more conscious of their practicum experience. That is, they increased their awareness on what they believed and felt

about peace, and more mindful as to the ways in which they improved as teachers and peacebuilders in their specific contexts of teaching. Moreover, the intervention of MPLAs in the practicum course led some participants to increase their well-being, make better decisions, and have a meaningful experience in the practicum course and in their own EFL classrooms. Additionally, through their own MPLA intervention at elementary level, pre-service teachers revisited the multidimensional peace model by re-signifying the peace dimensions depending on the specific needs of their students, and were able to adhere to the educational policies established by the Argentine Ministry of Education regarding the teaching of foreign languages, which consider that the teaching of English should serve as a tool to promote societal peace. Argentina, and the whole world, is in urgent need for peace at multiple levels, and the international role currently assigned to the English language accentuates its capacity to bring people together by speaking the language of peace. Peace is made possible by peaceful communication, and the more teachers and learners develop this competence, the more they will approximate at creating a peaceful world (Olivero & Oxford, forthcoming).

This study has also contributed to having a deeper understanding of peace, which has led the author to conceptualize it as the fluctuating presence of harmony that can be achieved both in small and large dimensions by experiencing well-being, having healthy interpersonal relationships, working productively with conflicting situations, and maintaining a symbiotic relationship with nature. Peace can be more fully experienced (and expanded into larger dimensions) when the different aspects of one's self, including cognitive, emotional, spiritual, social, and physical, are in equilibrium.

Apart from the multiple ways in which this study positively impacted the participants' involved, this research perhaps will influence scholars in the field of SLTE as well as second language teacher educators. Scholars in the field of SLTE will hopefully gain insights as to new ways of exploring teacher development through an exploration of the self based on

contemplative and embodied approaches. In agreement with Lin, Culham, & Oxford (2016), “All in all, we are moving into a new era of cultivating whole beings and wisdom” (p.xii).

Similarly, second language teacher educators can feel motivated to embrace approaches that intend to enhance teacher development through holistic, experiential, and contemplative approaches. This study showed that SLTE can offer more than technical teaching skills to future teachers. Teacher educators can prepare pre-service teachers to practice and teach the language of peace and embody various forms of wisdom through education. When MPLAs are interwoven into the teaching practicum and adapted for use in the schools, a tremendous change can take place. Impulses, beliefs, and actions toward peace can spread in ever-larger ripples (Oxford, Olivero & Gregersen, 2017). Through the intervention of MPLAs through holistic, experiential, and contemplative approaches, teacher educators can help pre-service teachers integrate the teaching of positive peace into their knowledge base for teaching, allowing them to become peacebuilders in their own classrooms.

8.2. Limitations

Although this study was significant for multiple reasons, it presented some limitations. Among the most important ones are those related to the data collection period, the sources for data collection, and the dual role of the researcher.

One of the limitations of this study in terms of its design has to do with the data collection period. Data were collected over a period of three months. Perhaps a longitudinal study could have revealed more information in relation to the participants’ belief and emotion development about peace and the inclusion of MPLAs in the practicum course. More time would have allowed participants to keep trying MPLAs and the researcher to explore their

experiences and the possible outcomes of the innovation more in depth.

Another limitation is related to the sources for data collection. The data collected, except for the field notes from classroom observations, were based on participants' self-reports. This implies that the researcher had to trust participants' voices, and therefore, had to be strategic to elicit implicit information, especially when collecting data with one participant that showed to be more introvert and did not find it easy to express her thoughts and emotions. In addition, due the fact that some beliefs and emotions are tacit, their understanding required the researcher's skills to elicit proper information and also her high level of interpretation.

The third limitation identified relates to the dual role the researcher had, as she was both the person conducting the study and the teacher in charge of the MPLA implementation.

Whereas adopting an emic perspective is certainly strength because it allows understanding the phenomena, such as beliefs and emotions, from an insider's view (Patton, 2002), it might have presented some drawbacks even if the researcher tried to handle them with care. Being an insider might have led the researcher to unconsciously naturalize aspects related to context that might have been important for the study (Barnard & Burns, 2012). Moreover, even if the researcher acknowledged it in the study, being the researcher of the study and a teacher in the practicum course might have inevitably influenced certain aspects related to power differentials. However, it is important to mention that in the field of SLTE the benefits of doing research in one's classroom setting, if done with rigor, still outweigh the limitations.

8.3. Pedagogical Implications

8.3.1. Toward an Embodied Vision of SLTE: Holistic, Experiential, and Contemplative Approaches

As stated earlier in this dissertation, higher education, including SLTE, has often neglected emotional, social, spiritual aspects of the self (Johnson & Golombek, 2016). This study will be informative for university teachers or teacher educators who would like to adopt approaches that aim at fostering teacher development by focusing on the whole person. The study suggests that embracing holistic approaches combined with experiential learning and reflective practice can be valuable in SLTE to form mindful, responsible, and critical teachers capable of cultivating multidimensional peace in their own lives and in their EFL classrooms (Olivero & Oxford, forthcoming). Through holistic approaches and reflective practice, based on contemplative inquiry, the participants in this study were able to become conscious of their beliefs, emotions, and actions regarding peace and the inclusion of MPLAs and understand their teaching practices better, which allowed them to develop as teachers and peacebuilders. Contemplation offers spaces for change through awareness on tensions and embodied habits of thoughts, emotions, and behaviors. Contemplative inquiry, then, characterized by inner work (Cohen, 2009; Culham 2013; Lin et al., in progress) becomes a powerful tool in SLTE to help pre-service teachers undergo deep transformation and develop as morally and socially responsible educators. To date, reflective practice in SLTE has mostly focused on enhancing reflection through journal writing (Farrell 2011). This study has shown that self-exploration

should also include other introspective tools typical of contemplative inquiry, such as meditation, and visualization.

At the same time, the findings revealed that the participants benefitted from experiential learning opportunities as they were able to integrate theory and practice about the language of peace, expand their ideas on MPLAs and about useful techniques and resources to be used in their own classrooms. In addition, experiential and reflective approaches helped pre-service teachers and their own EFL learners find meaning in what they were doing. In sum, the findings of this study address the need to incorporate embodied approaches in SLTE that intend to help develop the whole self, and there is no doubt that holistic, experiential, and reflective approaches based on contemplative inquiry seem to be a powerful triad to achieve this goal (Olivero & Oxford, forthcoming).

8.3.2. Enhancing Peace Consciousness through MPLAs

A second important implication drawn from this study refers to the need to cultivate peace explicitly in SLTE, EFL, and ESL classrooms through models of teaching of positive peace, that is, involving the presence of positive relationships, intergroup harmony, environmental protection, human rights, and conflict resolution, among others (Galtung, 1996; Groff, 2008; Oxford, 2013a, 2014). The need for peace is paramount worldwide, and communication is a powerful tool that can help create harmony between speakers (Oxford, 2013a). Given the internationalization of the English language, SLTE should move in the directions of preparing future professionals to cultivate peace through the teaching of English. It was shown that through the innovative intervention of MPLAs in the university practicum sessions, pre-service teachers became, in different degrees, more peaceful, mindful, and

empathetic human beings. In addition, the intervention of MPLAs helped them transform their views of peace and their role in fostering multidimensional peace (Olivero & Oxford, forthcoming) in the EFL classroom. These findings show the value of enhancing future teachers' peace consciousness explicitly through specific activities and by following the Full Consciousness Mode (Oxford, 2017), as it would help future teachers become peacebuilders, make it part of their knowledge base for teaching, and expand peace in similar ways in their own EFL and ESL classrooms.

In addition, interestingly, the findings indicated that pre-service teachers seem to enter the practicum with the belief that in elementary school level, only implicit approaches seem to succeed, due to young learners' low level of awareness (Shin & Crandall, 2014). However, already in the 80's research had documented that even young learners can develop metalinguistic knowledge and reflect on their process of learning (Nisbet & Shucksmith, 1986). In light of this, in order to develop learners capable of transforming society by becoming peacebuilders, EFL and ESL teachers at elementary level would also benefit from adopting explicit approaches to raise young learners' awareness on the importance of peace and on how to experience and expand multidimensional peace inside and outside the classroom. Through the implementation of MPLAs using the Full Consciousness Mode (Oxford, 2017), it is more likely EFL and ESL learners will spread peace in contexts beyond the classroom, thereby creating greater and greater acts of peace (Oxford, 2016a).

8.3.3. Cultivating Peace in EFL/ESL Teacher Education Programs

The study has also revealed that pre-service teachers would have benefitted from more opportunities to work with MPLAs before having to implement them in their own EFL

classrooms. The practicum semester seems to have been insufficient for some participants to incorporate the teaching of peace into their EFL classrooms in the ways they desired. In some cases, for example, pre-service teachers' beliefs about peace and MPLAs were not in consonance with their classroom actions, often provoking strong emotional dissonance (Golombek & Doran, 2014; Kubanyiova, 2012). A different situation might have occurred, perhaps, if the teaching of peace had been incorporated earlier in the English Teacher Training Program. In recognition of the phenomenon of apprenticeship of observation (Lortie, 1975), the earlier and the more frequent peace education is explicitly incorporated in pre-service teachers' experiences as learners, the higher the chances that it will become part of their pedagogical content knowledge (Shulman, 1986), and of their overall knowledge base for teaching EFL/ESL. In light of this, the author believes that the incorporation of holistic approaches intended to foster peace should become a priority in SLTE, and not only an intervention in the practicum course. The teaching of peace could (and should) be incorporated into courses focusing on language, literature, teaching methods, history, among others.

8.3.4. Transforming Institutions into Holistic Settings: The Need for

Interdisciplinary Work

This study has explored EFL pre-service teachers' experiences regarding a holistic approach aimed at enhancing peace. Unlike traditional approaches, which tend to center mainly on cognition, holistic education aims at developing the whole self by integrating the mind, body, and spirit through experiential learning, reflection, and contemplation. As stated earlier in this study, implementing holistic approaches in "unholistic" settings (London, 2013)

might pose its challenges. One of these difficulties is associated with learners (and teachers) having to familiarize themselves with certain ways of learning, which might include new roles, goals, and techniques. In this study, some young learners' reactions toward MPLAs in the EFL classroom have revealed their unfamiliarity with holistic, contemplative, and experiential learning approaches. Although in the elementary school where the teaching practices took place some topics related to peace were part of certain syllabi, these were generally taught indirectly through implicit approaches. In the hope of developing peacebuilders capable of social transformation, elementary school teachers, as well as teachers from all levels of education, should engage in interdisciplinary work to find common ways to cultivate peace systematically and explicitly across the different school subjects. In agreement with Gebregeorgis (2017) school subjects can (and should) be the home of peace related values and topics, integrating them through specific activities and projects. The implementation of contemplative, holistic, and experiential approaches across the school curriculum would help young learners feel more comfortable and familiar with such activities. However, the author claims that a successful transformation of traditional settings into holistic and peaceful ones would require the effort not only of teachers and learners, but of all the members of the school community, including school authorities, administrators, and parents.

8.3.5. Engaging Pre-service Teachers with Innovations

This study involved exploring pre-service teachers' experiences about an innovation in education. The findings indicated that re-envisioning teaching practices in SLTE can help future teachers develop more meaningfully and adjust to the needs of their 21st century

learners. However, it is important that those involved in innovating understand the underlying principles and characteristics.

In agreement with Hayes (2014), an innovation will require some change but this does not necessarily mean that the change always has to be radical. Gradual, small changes, if implemented systematically and critically, can also be innovative and conducive of important outcomes. In addition, most importantly, any educational innovation should be understood as context-specific (Hayes, 2014). That is, the type of innovative interventions and ways of implementation will depend on the specific context where they will take place. In the context of the present study, for example, combining MPLAs with regular language activities in the EFL classroom seemed appropriate, as a more radical change would have been nearly impossible given the school tradition, the curriculum, and other contextual factors.

As it occurred in this study with the MPLA intervention, it also becomes important to consider six main attributes when incorporating an educational innovation as proposed by Rogers, cited in Gregersen & MacIntyre (2017) and highlighted in their new book entitled *Innovative Practices in Language Teacher Education*. Such characteristics include advantage; compatibility; complexity; trialability; observability; and re-invention. In other words, any innovation should aim at offering some benefit with respect to what has been done before. Educational innovations should have the appropriate level of complexity and they should fulfill the needs of those who carry out the innovation and those who receive the implementation. Moreover, the outcomes of the innovation should be observable and tested in some way. Finally, implementing an innovation implies that improvements can be made by adapting and adjusting accordingly.

This study has further revealed that innovating in the EFL classroom through MPLAs was easier for some participants than it was for others. Different reactions to innovations might be explained in terms of psychological forces and individual differences that a person can have, including habits of mind related to specific learning styles (Ehrman, Leaver, & Oxford, 2003; Oxford, 2016b). Habits of mind refer to behaviors (e.g., perseverance, flexibility, creativity, open-mindedness) that some individuals use with frequency to perform successfully (Oxford, 2016b). Even though this study did not specifically focus on variables related to habits of mind and learning styles, the analysis of the large amounts of data collected, for example, revealed that Emma and Julia seem to have had a closure-oriented style for learning, which is often associated with traditionalism. Individuals with a closure-oriented style especially need more proof of relevance, more examples of how to use the innovation, and more guidance about how to integrate it (Olivero & Oxford, forthcoming). These types of learners might feel insecure when innovating even if they recognize its value, such as what happened with Emma and Julia.

On the other hand, Laura and David seem to have shown signs of creativity, flexibility, open-mindedness, persistence, which are habits of mind (Costa & Kallick, as cited in Oxford, 2016b) generally linked to an intuitive style for learning and innovations. Based on the characteristics mentioned above, people with an intuitive style might perceive integrating MPLAs in their classrooms as exciting and a positive challenge, as it was for Laura and David. Although this was not the focus of the study, the findings showed that Laura and David seem to have been more comfortable innovating through the MPLA intervention than what Julia and Emma experienced, and as explained above, features related to habits of mind and learning styles might help inform their different experiences.

Helping pre-service teachers feel more comfortable with peace education innovations, such as with the incorporation of MPLAs into their teaching, might seem useful to consider in SLTE. These ideas include, among others, concrete demonstrations of MPLAs followed by instances of reflection on their use; providing pre-service teachers with a solid rationale for integrating MPLAs into their EFL/ESL classrooms by situating the need for peace into the broader educational and societal context; asking pre-service teachers to think of their own reasons for integrating MPLAs in their specific classroom context; explaining the various motives why approaching teaching in this way can also positively impact themselves as pre-service teachers; providing plenty of sample activities, techniques, and resources to offer varied options for selection; helping pre-service teachers to design their own MPLAs, ideally related to the topics of the EFL/ESL textbook they are required to use; and offering time for frequent collaborative reflection to allow pre-service teachers to share their strengths and difficulties with the innovation.

Other ideas to help pre-service teachers during innovations consist of giving a more prominent role in the practicum course to activities, such as certain MPLAs, that are aimed at increasing well-being, including empathy, persistence, flexibility, open-mindedness, creativity, and regulation of emotions, among others. Therefore, more practice with these types of activities would help pre-service teachers develop certain habits of mind that are necessary to be able to feel more at ease with innovations and have a transformative experience with them.

8.3.6. Peace and EFL/ESL Textbooks: Helping Pre-service Teachers Adapt Materials

Improving the content of textbooks in hope of developing socially and morally responsible learners who are able foster peace is paramount in education (UNESCO 1995). As explained in this study, awareness is fundamental to be able to enhance peace and expect others to cultivate peace in different life situations (Oxford, 2017). One of the difficulties pre-service teachers had when implementing MPLAs in their own classrooms was related to the lack of EFL materials designed to cultivate multidimensional peace in explicit ways. Pre-service teachers stated that they had to rely mostly on the ideas provided during the intervention in the university practicum sessions and on their own creativity for designing new MPLAs because EFL textbooks often do not include activities aimed at fostering peace. It becomes important, therefore, that teacher educators help pre-service teachers in the process of adapting and critically analyzing EFL (and ESL) textbooks to be able to integrate MPLAs into the regular language curriculum. Basic steps for helping pre-service teachers analyze and adapt EFL/ESL textbooks include: (a) identifying the topics and activities present in a sample EFL/ESL textbook unit; (b) noticing peace values reflected in the topics and activities proposed by the unit, or thinking of peace values and specific peace dimension/s taken from the multidimensional model by Oxford (2013) that could be linked to the topics in the target unit; and/or (c) adding reflective tasks to the original sequence of activities (or modifying the existing ones) in order to enhance peace consciousness in the dimension/s that is being exploited. As Oxford (2017) explains, adaptations can be small, as adding a task in a sequence of activities, or more significant, as creating whole new activities based on the book contents.

In sum, the findings of this study addressed a number of useful pedagogical implications with respect to the approaches that should be embraced in SLTE, EFL and ESL in order to help develop peaceful educators and learners who are capable of transforming their own lives, the lives of others, and the environment in which they live. Apart from the many ways in which this study can impact the SLTE and EFL/ESL classroom, it has also shed light into new research directions, which will be explained below.

8.4. Research Implications

8.4.1. Honoring Narrative Case Studies in SLTE Research

This study has shown that pre-service teachers' experiences regarding the inclusion of MPLAs varied among participants, due-among other aspects- to the nature and source of development of their beliefs and emotions, and contextual factors. The large amount of situated narrative data collected throughout the practicum semester were informative of participants' different trajectories regarding peace and the inclusion of MPLAs, and the possible reason for those differences. These findings confirm the great value of contextual and narrative approaches in gaining a profound understanding of individual differences, such as beliefs and emotions, in SLTE. Contextual factors are highly influential in shaping individual differences, and narrative data can help understand participants' practicum experiences in depth (Oxford, 2013b).

Through narrative approaches it was possible to understand how pre-service teachers in this study reflected and reshaped their identities (Pavlenko, 2007) as EFL teachers and peacebuilders at elementary level. Without a doubt, the amount and quality of narrative research to date in the field of SLTE (see Chapter 2 for a review of ground-breaking narrative case studies) has been a

big step forward in understanding teacher development, and therefore should be honored. The author hopes that the field of SLTE builds on this strong narrative foundation in the future.

In addition, however, in this specific study narrative research even allowed some spirituality through inner reflection of the four participants who were immersed in their own contexts of teaching (Lin, Culham, & Oxford, 2016). Apart from the more traditional narrative data that tends to explore the self from outer sources, in certain occasions the participants and researcher engaged in self-exploration during the implementation of the MPLAs through techniques belonging to contemplative practices. This finding has also indicated that the field of SLTE could benefit from considering innovative approaches for the exploration of the self, not only in teaching, but also as a form of research, which will be detailed below.

8.4.2. Towards a New Exploration of Teacher Development: The Need for Contemplative Inquiry

This study has further revealed that the use of holistic, experiential, and reflective approaches in the practicum course facilitated pre-service teachers' growth and helped them, in varying degrees, have a transformative experience in the practicum. It was confirmed that teaching approaches that focus on the whole self, including cognitive and emotional aspects, are paramount in order to develop responsible, ethical, and mindful professionals, capable of cultivating multidimensional peace. The impact of such approaches in SLTE are just incipient, and there is no doubt that more studies on the use of holistic approaches are needed in order to analyze their potential in promoting teacher development and in preparing future professionals to become peacebuilders in their classrooms

Apart from the need for further research, if the field of SLTE seems to be shaping its teaching approaches towards more spiritual and holistic directions, it becomes important that researchers adjust its forms of exploration accordingly. In order to embrace the spiritual turn in the field of SLTE, researchers should move from the most traditional ways of investigating teacher cognition and emotions through outer sources, to an exploration of the inner self through contemplation (Lin, Oxford, & Culham, 2016). Recognizing the integration of the spirit with the body and mind in SLTE research would provide a more holistic- yet deep- understanding of teacher development. As claimed by Lin, Oxford, and Culham (2016) in their pioneering book on spirituality in research, a spiritual research paradigm would examine inner experience that promotes meaning, well-being, and peace. SLTE scholars should understand that more traditional scientific perspectives and spiritual forms can in fact complement each other. The author strongly believes that exploring pre-service teachers' development through contemplative techniques, such as visualization and mindfulness, would lead to new and deeper ways of knowing in the field of SLTE.

In addition, following Miller (2016), it is important that such techniques are used not only as sources for data collection, but also as part of the researcher's own self inquiry. By engaging in mindfulness, for example, it is likely that the researcher explores the phenomenon under investigation with less judgment and more attention. In other words, a new spiritual research paradigm to exploring teacher development implies that the researcher is fully embodied into the research process. Even though disclosing the researcher's role through reflection has already been incorporated into qualitative research (Dörnyei, 2007), understanding the research process through the researcher's own exploration through contemplative techniques would signify an important contribution to the field of SLTE.

8.4.3. Reviewing EFL/ESL Textbooks

Lastly, this study has demonstrated that EFL/ESL textbooks do not always reflect the new directions chosen by the field of SLTE and EFL/ESL. In order to maximize the advantages of the materials in offering content and activities that adhere to innovative approaches aimed at fostering peace, a closer look into EFL/ESL textbooks becomes crucial.¹⁰ A review of EFL/ESL materials would allow determining which values are conveyed and how this is done. Textbook analysis could center on the presence or absence of peace related values and themes, whether they are presented implicitly or are aimed at being exploited explicitly, among other aspects. As Gebregeorgis (2017) suggests, possible methodological analysis include sociological discourse analysis, through which the researcher focuses on textual, contextual, and sociological dimensions with the purpose of categorizing, interpreting, and unveiling the discourse present in the materials. Such methodology, or similar ones, could be used in order to disclose peace related values reflected in the contents and sequences of activities of textbooks. Obtaining empirical results as to the approaches commonly used in EFL/ESL textbooks will surely inform teacher educators as to how best to help future teachers work with the existing material in order to integrate the teaching of peace into the curriculum and make the contents as socially meaningful as possible for their learners.

¹⁰ Among the EFL/ESL textbook series that have incorporated peace-related themes is the *Tapestry* series, edited by Rebecca L. Oxford from 1993-2004, and published by Heinle and Heinle and widely used in classrooms around the world. This series focuses on peace-related ESL/EFL tasks and meaningful topics including overcoming stereotypes, customs and beliefs from other countries, caring for the environment, and understanding yourself, among other aspects.

8.5. Chapter Conclusion

This chapter presented the main conclusions of this multiple case study by reconfirming the need for SLTE to form ethical as well as emotionally and socially intelligent professionals. It is hoped that this study will contribute to the field of SLTE and motivate teacher educators and scholars to try similar innovations in the hope of helping advance the field with innovations that intend to develop the whole self. The chapter then made reference to some limitations of the study, including the data collection period, the sources for data collection, and the dual role of teacher and researcher. This chapter has then revealed the significance that this study has in the field of SLTE and EFL/ESL and pointed to new directions to be taken both in the classroom and in research. The six pedagogical implications mark the pathway that teacher educators and EFL/ESL teachers could take in order to help transform society through the cultivation of peace. Similarly, as explained above, the new research directions in SLTE call for a need to integrate the whole self to have a more holistic and comprehensive understanding of teacher development.

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APPENDICES

Appendix A

Examples of semi-structured interview questions

Example of pre-implementation interview guide

- a) In your opinion, what does it imply to teach English? What is the purpose of teaching (and learning) English at elementary level in our Argentine setting?
- b) What do you understand by peace?
- c) Tell me about your previous experiences related to peace both in your personal and academic life.
- d) Do you think peace can be taught in the language classroom? If so, how do you envision that?
- e) Would you like to implement the teaching of peace in your own classroom? How does the idea of implementing peace language activities in your classroom practices make you feel?

Note: As it was explained in the data analysis section of this chapter, the subsequent interviews will be based on participants' data in previous instances of reflection.

Appendix B

Examples of journal entry assignments

Assignment for Journal Entry 1

Focus personally on the peace dimensions. Each person has different experiences related to the peace dimensions. (Taken from Oxford, 2017).

- a. Reflect on and write down at least one authentic life experience that you have had in *each* of the peace dimensions.
- b. What have you learned from these experiences? Ponder this in a piece of paper.
- c. Share and discuss in small groups.

Assignment for Journal Entry 2

Reflect on your first university practicum sessions that included peace related activities.

Describe your experience, including how you felt and what you think about such activities. Did they help you increase inner or interpersonal peace? If so, in what ways? Be specific when explaining what aspects of your life (if any) have been influenced by these types of activities.

Assignment for Journal Entry 3

Reflect on the implementation of multidimensional peace language activities and your upcoming teaching practices.

Would you like to implement language peace activities in your classes for young learners? If so what dimension/s of peace would you like to foster? Why? Do you think it would be possible to implement them with young learners? If so, how do you envision those classes? Think about the physical layout of the class, the materials and techniques that you would include your role as a teacher and your students' role, how you and your students would feel, content you would

teach, among other aspects.

Assignment for Journal Entry 4

Reflect on the implementation of multidimensional peace language activities and the planning of your lessons. Have you been including peace language activities in your lesson plans? Why or why not? If so, which dimension/s have you focused on? Why did you choose those dimensions specifically? Have you used existing activities, adapted them, or created your own? Have these types of lessons been easy or difficult to plan? How have they made you feel?

Assignment for Journal Entry 5

Reflect on the impact of the multidimensional peace language activities. In what ways, if any, are the peace activities in the university practicum sessions influencing your experience in the practicum and/or your personal life? Be specific when explaining and describing.

Note: Journal entries might be modified depending on analysis of participants' previous data.

Appendix C

Lesson plan guidelines

a. COVER SHEET

Trainee's name: _____

Cell phone number: _____

Supervisor's name: _____

Submission date: _____

Course and school: _____

Class date and time: _____

Week number: _____

Class number: _____ (If it's a revised version of your plan, state so)

b. PLAN AND LESSON FEEDBACK FORM

Download this form from the SIAT page. Your supervisor will summarize her feedback

c. BODY OF YOUR PLAN (please number the pages)

Pages 1/2

GENERAL AIMS (for my supervisor, thus in English)

In a lesson plan:

- To teach (Content/language/culture - Function + grammatical structure) or (vocabulary related to....)

- To provide students with practice on (Function + grammatical structure) or (vocabulary related to....)

In an assessment plan:

- To test whether students can (Procedure or function + use/recognition of a grammatical structure)

CONCEPTUAL CONTENTS (for the school, thus in Spanish)

-Topic/Content.....

- The structure to communicate (function)
..... (Include examples)

- Vocabulary related with (topic or content): (new vocab, recycled voc).....(examples)

-The strategy/strategies

PROCEDURAL CONTENTS (These are just examples. Many more contents can be included)

Recognition:

- Lexical recognition
- Analysis, comparison, or lexical categorization.
- Recognition of graphemes belonging to certain phonemes
- Relationship between oral and written language
- Listening comprehension of brief oral texts
- Systematization of words or structures

Production:

- Production of classroom language
- Production of spontaneous interactions
- Formulation of questions and answers

ATTITUDINAL CONTENTS: Responsibility, Respect, Socialization

- Value of the English Language

- Demonstration of a positive attitude towards learning and the learning of a foreign language and culture.
- Active participation
- Tolerance towards others
- Demonstration of respect towards the teacher and classmates
- Demonstration of cooperation and solidarity
- Demonstration of respect and tolerance towards diversity
- Demonstration of autonomy
- Demonstration of care for the classroom and institution

Page 3 onwards

OPENING

a) REVISION (optional)

You may start your lesson revising some topic (function, vocabulary) dealt with previously using a short activity (oral or written) Important: always revise in **context**

b) WARMING UP/ICE BREAKER (optional)

In this stage, your aim is to raise your students' curiosity, create expectations about content and/or language, motivate your students. During this stage you set the mood for the rest of your class. Describe what you/your students will do.

Please note: in a lesson, you may present new material and then practice or you may practice what you already presented in a previous lesson (a practice lesson) from the following stages, select those that are appropriate for your lesson

UNDERSTANDING AND LEARNING THE MEANING OF NEW MATERIAL or

PRESENTATION STAGE (if material is new)

Presentation of _____ (content / topic / vocabulary / function + grammar or chunk)

Please note you may have two or three instances of presentation in your class, lesson or unit.

First you may introduce students to new vocabulary, then to the function + grammar, then, to adverbs related to that grammar point, etc.

Students “observe” the new language being presented in a **context**. Lots of visual material should be provided (realia or pictures). The teacher provides plenty of **input** in a meaningful way. There may be mini tasks involving nonlinguistic responses, (nodding, clapping, raising hands, etc.), meaningful repetition, manipulation of objects, answering questions, listening and identifying key aspects, etc. There are no activities in this stage. The mini tasks help the teacher interact with the students. This is done so that this stage is not so teacher-centered. You have to describe how you will proceed.

At this stage I will....

ATTENDING TO FORM or AWARENESS STAGE or SYSTEMATIZATION (if appropriate)

At this stage the teacher helps students “see” patterns (for example in relation to a vocabulary feature such as singular-plural or a grammatical feature such as the use of -s for third person in the simple present tense). It is the time to extract items from their presentation contexts, to be a bit more “grammatical” in the lesson (always considering your students’ cognitive stage). The teacher works together with the students in different GCR tasks in order to teach a grammar point. For the higher grades/secondary school you can prepare an interactive handout or a GCR task, and/or work on the board.

Elicit examples if possible.

EXPERIENCING WITH LANGUAGE or PRACTICE STAGE/APPLY/ASSESS

Design activities that involve varied skills and interaction types. Balance your lesson so that different learning styles are addressed and students keep interested. Include songs, rhymes, or games to keep the pace of the lesson brisk. Use the students' course-book as a source but include some activities that are not in their book.

This section should include:

Activity N° ____:

AIMS: (formulated from the students' part) That students..... (PLEASE MIND THE SKILL)

TOPIC/FUNCTION:

VOCABULARY/GRAMMAR (CHUNK):

SKILLS INVOLVED: e.g. speaking, reading, etc. (IMPORTANT: attach script if it is a listening activity)

TYPE OF ACTIVITY: ACCURACY-BASED OR FLUENCY-BASED e.g. read and match; listen and repeat; listen and complete; read and complete; read and role-play; read and choose; listen and say; read and say; listen and answer; look, listen and guess; ask and answer, read and answer, sing, etc. (See Brewster & Ellis (2002) or Harmer (2007) for more ideas).

INTERACTION TYPE: whole class, group work, pair work, individual work.

CONTEXT + INSTRUCTION: create a context for your activity (probably in L1) and state what students have to do (in L2 if possible)

SOURCE: name of the book and page number; or "adapted from..." name of the book and page number; or my own (if you "made up" the activity)

RESOURCES: e.g. textbook, cd player, blackboard, video, computer, posters, realia, etc.

TIME ALLOTTED: e.g. 10 minutes

PROCEDURES: Here you describe how you will carry out the task.

- a. First, I will..... (you should also include how you will present/teach the strategies sts will use during the activity if applicable)
- b. Include reduced copies of the visual material/handout/worksheet, etc. Try to avoid the inclusion of “appendices”

EXPECTED OUTPUT: If students have to complete a handout, reduce a copy of the handout, “do” the activity and include a copy in your plan; if the output is oral, write a sample answer.

Repeat procedures for all the activities you plan to carry out in the class.

FEEDBACK: briefly state how you plan to provide feedback. Try to vary feedback in the different activities. You can also state whether you will mark the students’ production at home.

Remember to self-evaluate your plan before turning it in. Use the Self-evaluation sheet.

Appendix D

Narrative frame

I think the implementation of multidimensional peace language activities

.....
.....*During the first month,**After some*
time, I*My students*
were.....*Incorporating multidimensional peace language*
activities in my teaching is something that.....
.....*This is probably*
because.....*In*
the future, I am going to try
to.....

(adapted from Barkhuizen & Wette,

2008)

Appendix E

Multidimensional peace language activities (MPLAs) used in the university practicum sessions

Note: Only the MPLAs have been included in this section. During university practicum sessions, the rest of the time was devoted for the other topics and required assignments of the course

Class 1, April 1: Activities to enhance multidimensional peace

Sources:

Olivero, M.M. & Oxford, R.L. (in progress). Innovations in an EFL teaching practicum: Cultivating multidimensional peace.

Oxford, R.L. (2013a). *The language of peace: Communicating to create harmony*. Charlotte: Information Age Publishing

Oxford, R.L. (2017). Peace through understanding: Peace activities as innovations in language teacher education. In T. Gregersen & P. MacIntyre (Eds.), *Innovative practices in language teacher education*. New York: Springer.

Understanding Peace in General

Think about peace definitions. There are many definitions of peace. Here are just a few drawn from Oxford (2013a): “Peace is harmony attained by working productively with conflicting perspectives.” “Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.” “True peace entails humans’ inner solidarity with each other as a species bonded by love. All human beings must be seen as family members living together on the Earth.”

- a. Which of these definitions do you like best and why?
- b. Write your own definition of peace. It can have parts across several sentences, or it can be streamlined into just one sentence.
- c. Share your definition with the teacher education class.
- d. As a class, make a list of definitions from each member. Discuss the similarities and differences in the definitions.
- e. Upload the class definitions of peace to a class file, in google drive.

Interaction type: Individual work/whole class discussion

Reflecting on Oxford's (2013a) multidimensional concept of peace.

a. Show pictures reflecting Oxford's (2013a) different dimensions of peace and get students to associate each picture with one (or more, if applicable) dimension. Ask them to justify their choices and answers.

b. Based on the previous task and the reading for today's class, discuss Oxford's (2013a) multidimensional concept of peace.

Interaction Type: Individual work/ Pair work

Teaching for peace: Which of these dimensions, if any, do you consider important to teach in your own classrooms? Have you learned English by working on activities that reflect any of these dimensions? Think and share your reflections with your classmate.

Interaction type: Individual work/ group work

Reflecting through quotes: Read and reflect on the following quote about peace. In what ways does it relate to Oxford's (2013a) model of multidimensional peace?

“No peace in the world without peace in the nation / No peace in the nation without peace in the town / No peace in the town without peace in the home / No peace in the home without peace in the heart” [1] (*Tao Te Ching Book of Changes*, as cited in Oxford, 2017)

Class 2, April 7: Activity to foster inner peace

Releasing emotions through visualization to increase inner peace.

This activity is meant to reduce negative emotions, such as anxiety and fear, through visualization so as to relax and stay more focused during class.

Hot air balloon: (Adapted by María Celina Barbeito from: <http://www.cosmickids.com/five-fun-breathing-practices-for-kids/>)

a. What are your fears and concerns about planning your first lesson?

- b. Sit in a comfortable position, and cup your hands around your mouth. We are going to blow all our worries and concerns about planning into the balloon. Try to visualize this as you start blowing.
- c. Take a deep breath in through your nose and gently start to blow out through your mouth, growing your hands outwards in time with your exhale as if you are blowing up an enormous hot air balloon. The balloon is full with your fears, concerns, anxieties, everything we just talked about in the previous activity.
- d. Once your balloon is as big as it can be (and you've finished your exhale), breathe normally as you sway gently from side to side admiring your big beautiful hot air balloon
- e. Watch it disappear. What color is it? Is everything that can interfere with your desire to write a nice, meaningful plan in there? Now let it go! Watch it as it flies away with your concerns.
- f. How did the activity make you feel? Did it help you increase your inner peace? In what ways? Do you think you can use such activity with young learners?

Interaction type: Individual work/ whole group discussion

Class 3, April 8: Activities to foster inner peace

Sources:

Olivero, M.M., & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Oxford, R.L. (2013a). *The language of peace: Communicating to create harmony.* Charlotte, NC: Information Age Publishing

Oxford, R.L. (2017). Peace through understanding: Peace activities as innovations in language teacher education. In T. Gregersen & P. MacIntyre (Eds.), *Innovative practices in language teacher education.* New York: Springer.

Reflecting on optimism and pessimism to increase inner peace

- a. Do you consider yourself an optimistic or pessimistic person? Why? Share your thoughts with a partner.
- b. Roleplay: Give students scenarios and ask them to represent the situations from an optimistic and pessimistic view.

Scenario 1

- It's your first day as an elementary school English teacher. When you are ready to head off to the school, it starts raining heavily. The streets are flooded, no cabs around.

Assignment: Text a classmate reflecting an optimistic attitude.

Assignment: Text a classmate reflecting a pessimistic attitude.

Scenario 2

- You failed your first lesson plan.

Assignment: Email your professor regarding this issue reflecting an optimistic attitude.

Assignment: Email your professor regarding this issue reflecting a pessimistic attitude.

- c. What would be the benefits of being an optimistic person, and specifically a pre-service teacher of English?

Interaction type: Pair work/ Group work/ Whole group discussion

Reflecting on optimism through social media

Pages on social media framed within positive psychology are becoming more popular each day. They serve as effective and easy means to expand positive emotions across the world, such as resilience, optimism, and hope.

- a. Read the different memes and discuss the following questions. Do they represent optimism or pessimism? Which of these messages do you like the best and why?
- b. Search the web for optimistic messages (Action Happiness webpage, Elephant Meditation, etc.). What are people's reactions to those messages? What effect do they

have in/on you? Discuss next week in class by referring to specific examples.

- c. On a sheet of paper, write an optimistic message for your classmates regarding the beginning of the practicum.
- d. Create your own optimistic meme and post it on the Siat page/ your Facebook account (optional)

Interaction type: Individual work/ Whole group discussion

Class 4, April 15: Activities to foster inner and multidimensional peace

Source:

Olivero, M.M., & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Cultivating mindfulness to foster multidimensional peace (Some ideas adapted from the Mind Up Curriculum).

Introduce the three major parts of the brain and the concept of mindfulness. Explain how they impact our thoughts and behaviors.

- a. Think of a time when you felt too anxious that you felt overwhelmed, stressed. What helped you feel better? What pedagogical implications would those types of situations and actions have for you as a language teacher?
- b. Distinguishing between mindful and unmindful behavior: Classify the situations below into Mindful or Unmindful behavior.
 - *helping someone at your workplace who is in need, someone with physical challenges.*
 - *thinking you will fail the first class because you received a lot of feedback on your lesson plan.*
 - *trying to write on the board, answering a classmate's question, calling a student's attention for misbehavior, everything at the same time.*

- *paying such close attention to what a classmate is saying that you can explain it to someone else.*
- *intentionally ignoring a classmate who seems eager to work with you in a group work activity.*
- *rejecting a new idea for your class because it's new and unfamiliar to you.*
- *listening to a student's whole complaint before making a judgement about it.*
- *not answering students' questions in the middle of an activity because you're running out of time for what you had planned.*
- *arriving late to a meeting and refusing to talk about yourself because you don't want to interrupt.*

Mindful:

Unmindful:

- c. Discuss with the whole group and justify your choices.
- d. Why should we learn how to act mindfully as prospective language teachers? List some benefits of acting mindfully and risks of acting unmindfully as a teacher. In this course we will be working with different types of mindful behaviors, such as body scans, meditation, mindful listening, etc.
- e. What would the benefits be of training our students to be mindful? Which of the dimensions of peace would we address by adopting mindfulness? When in the lesson can we include mindful tasks?

Interaction type: Individual work/ whole group discussion

Learning how to manage stress through body scans and breathing.

- a. Form a semi-circle and sit comfortably with your feet on the floor.
- b. Listen to 3 minute body scan audio from Mindful.org
- c. How did you feel after the exercise? Reflect on the following questions: Was it easy to

focus your attention on your body and breath? Were you able to control your thoughts? What effect did this exercise have on you? How did you feel while doing the body scans and after doing them? In what ways do you think this exercise can help you increase your inner peace? What does this have to do with a practicum or language class? Write down your reflections on your journal.

Interaction type: Individual work

Class 5, April 22: Activities to foster inner and interpersonal peace

Sources:

Olivero, M.M. & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Oxford, R.L. (2017). Peace through understanding: Peace activities as innovations in language teacher education. In T. Gregersen & P. MacIntyre (Eds.), *Innovative practices in language teacher education.* New York: Springer

Activity for fostering interpersonal peace (Oxford, 2017)

Consider what is meant by “Words are deeds.” Words can maim, comfort, guide, destroy, offer love, and convey hate.

a. Discuss the following questions: What does the concept “Words are deeds” mean to you?

How does it relate to your interpersonal relationships with friends, with university administrators, with supervisors, with the police, with people at the grocery store or the gas station, with the tax auditor, with the person who tells you your music is too loud, with your child who is doing poorly in school, with your spouse or lover, and with parents who feel you do not visit them enough? What kinds of verbal deeds would you do in communicating with these people? Write down your ideas and discuss them with your classmates.

b. How does the idea of “Words are deeds” relate to interpersonal peace, and what are its further implications for intergroup, international, and intercultural peace?

c. What are the implications for your EFL classrooms? How do you think you can raise students' awareness on these notions?

Interaction type: Individual work/ whole group discussion

Closure of the lesson

Reflecting on mindfulness among young learners to increase inner and interpersonal peace.

a. Watch the video Just Breathe, by Julie Bayer and Josh Salzman.

What is the purpose of having kids explain how they deal with negative emotions? In what ways does mindful breathing help them manage their emotions?

b. Discuss with your pedagogical pair: What are the pedagogical implications of this video for our language classrooms? Would you like doing something similar with your young learners? Do you think it would be possible? How do you envision that? How could your students explain how they manage their emotions (through oral explanations, through the arts)?

Class 6, April 29: Activity to foster intergroup peace

Source:

Olivero, M.M. & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Reflecting on bullying to foster interpersonal and intergroup peace

- a. What do you understand by bullying? Have you ever experienced bullying (either victims or bullies) when you were in school? Mention specific examples you remember. How did you and the teacher deal with the situation? Did those experiences impact you in any specific way?
- b. Watch two ads about bullying.
- c. In what ways do these ads encourage viewers to reflect on bullying?
- d. In pairs, discuss the following questions: What purpose does bullying have in students'

relationships? How do you think those who chose to bully in the video feel about themselves? How do you think does the person that is being bullied feels?

- e. Based on the reflections from the previous assignments, write five suggestions with the whole group as to how to cater for a bully free environment in their language classrooms, including online bullying.
- f. In pairs, design a language activity that helps create a bully free classroom. What peace dimension is being enhanced by working with these types of activities?

Interaction type: Pair work/ whole group work

Class 7, May 6: Activity to foster intergroup, intercultural, and international peace, and activity to foster inner peace.

Source:

Oxford, R.L. (2017). Peace through understanding: Peace activities as innovations in language teacher education. In T. Gregersen & P. MacIntyre (Eds.), *Innovative practices in language teacher education*. New York: Springer.

Dispelling stereotypes to foster intergroup, intercultural and international peace.

Dispel stereotypes. We all hold some stereotypes, or generalizations about individuals or groups. Some stereotypes are positive (e.g., “People in Culture X are all kind and friendly”), but most stereotypes are negative.

- a. Discuss this with your teacher education classmates: Negative stereotypes are different from tentative generalizations in the following ways: they depict each member of the target group as identical, they are not changeable based on contradictory evidence, and they have continuing emotional power (Augsburger, 2004). Negative stereotypes use pejorative metaphors and symbols, unattributed cultural myths, and gossip, passed along in personal conversation, speeches, writing, or the media.

Prejudice and stereotypes lead to fearing the “other.”

- b. Now discuss with your teacher education classmates: How does stereotyping influence your

understanding of the target culture and people who speak the target language natively? How does this affect you as a language teacher? How does this affect your students?

c. In the right column below, where there is a “minus” sign, write five examples of *negative* stereotypes that you hold, perhaps related to people in different countries, older or younger people, poorer people, or people with a different skin color or religion. Be as specific as you can. In the left column (with the “plus” sign) list a *more realistic and loving* depiction to substitute for each of the negative stereotypes.

Table 18. Dispelling Stereotypes

Positive Perspectives	Negative Stereotypes
Some women like to gossip, but not all.	Women love gossiping.
Some Americans like fast food, others prefer eating healthy stuff.	Americans eat fast food.

d. Discuss with your teacher education classmates how you might use an anti-stereotype activity like this with your students.

e. How does an anti-stereotype activity like this help you understand other people, groups, and cultures? Discuss with the whole group.

Interaction type: Individual work/ whole group discussion

Activity to fight anxiety through visualization to foster inner peace: Visualization is a powerful tool for guiding emotions (Dörnyei & Kubanyiova, 2014; Oxford, 2013a)

a. Individually, draw your ideal EFL classroom on one side of the paper and write your interpretation on the other side. Share your drawings and reflections.

b. In groups, try to distinguish between possible goals and unrealistic desires represented in

the picture.

- c. Why is it important to distinguish between teaching desires and goals? How can this influence your inner peace?

Interaction type: Individual work/ whole group discussion/ group work

Homework: With your pedagogical pair, design a peace language activity to be used with elementary school students. Identify the dimension/s you will be fostering. Remember to acknowledge sources if you adapt ideas. Be ready to share your activity in class.

Class 8, May 13: Activity to foster ecological peace. Activity to foster ecological and inner peace.

Source: Olivero, M.M. & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Working with metaphors to foster ecological peace: Metaphors are a powerful source for interpretation. Making comparisons between two concepts or ideas help increase our imagination and comprehension, thereby leading to deep reflection and understanding of the concept or idea.

- a. Do you like nature? What do you like about it? What do you like doing to be in contact with nature?
- b. Read the following metaphor: *Trees are the lungs of our planet.*
What does it mean and imply? How can we care for and enjoy trees?
- c. In pairs, choose one of the words below related to nature, and write your own metaphor to express how you feel and what you think about it. You can come up with your own word, if you'd like.

flowers- the sun- a river- birds- the sea- the forest- bees-

- d. Share your metaphor with the rest of the class. Choose the three winner metaphors from

the class.

- e. Do you find a connection between ecological peace and inner peace? Reflect and discuss with the whole group.

Interaction type: Individual work/ whole group discussion

Closure: *Mindful listening to increase inner and ecological peace*

- a. Close your eyes, sit comfortably, and listen to the audio representing the sounds of nature. *Imagine you are there. Pretend you are the water that is going with the flow. As you go with the flow, you leave your past behind, and you focus your energy in the present. Enjoy the journey, allow self-transformation as you go. Take deep but gentle breaths.*

Remember: Being in contact with nature helps reduce stress and increase happiness.

When you feel overwhelmed, try to go for a walk, sit under a tree, and enjoy the sunlight.

Interaction type: Individual work

Class 9, May 20. Activity to foster inner peace.

Source: Olivero, M.M., & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Activities to release emotions through creative writing to increase inner peace.

- a. Read the following short poem.

Hello inner peace, goodbye fear

- b. Write your own poems by completing with phrases of your own using “hello” and “goodbye”, as in the example.
- c. Share your short poems and reflect on the positive outcomes of welcoming peace into their lives. How can your personal and professional lives improve by increasing inner peace?

Interaction type: Individual work/ whole group discussion

Class 10, May 27: Activity to foster interpersonal and intergroup peace.

Source: Olivero, M.M., & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Learning to disagree to deal with conflicting perspectives in a peaceful way to foster interpersonal and intergroup peace.

Enhancing interpersonal/intergroup peace through role-play

- a. Arrange students in three groups. Give students an arguable life scenario, such as the ones below:
- b. Group A is going to argue in favor to convince the jury regarding the issue. When doing so, they will need to make use of emphatic and convincing arguments. When disagreeing, they will need to do so in a respectful and harmonious way.

Group B is going to argue against to convince the jury regarding the issue. When doing so, they will need to make use of emphatic and convincing arguments. When disagreeing, they will need to do so in a respectful and harmonious way.

Group C is going to be the jury and choose the group that convinces you on the issue.

Note: It is important to mention that the group's side on the issue does not necessarily reflect their opinion in real life. It is the way of dealing with conflicting perspectives that matters for this task.

- c. Engage your students in a whole group discussion: What expressions or phrases did the two groups use to deal with the conflicting perspective in a respectful way? What about the tone of voice? What tone of voice or use of language might have been offensive?
- d. Why is it important to practice disagreeing when learning a language? Do you think this activity facilitated your understanding of interpersonal peace? In what ways?

Class 11, June 3: Activity to foster intergroup, intercultural, and international peace.

Source: Olivero, M.M. & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace.*

Activity to foster intergroup, intercultural, and international peace through music and art:

Music is a great way of reflecting on peace. Many songs contain lyrics that reflect the language of peace, make reference to problems affecting the entire planet, as well as the singer's intention to make the world a better place.

- a. Listen to Imagine by John Lennon and reflect on the following questions.
- b. Identify the dimension/s of peace that is/are being emphasized in the song by highlighting pieces of evidence in the lyrics.
- c. How do you think “the world can be as one”? What does Lennon suggest? Are these desires unrealistic? In what ways can you contribute to the world Lennon imagines through the teaching of a foreign language?
- d. Complete the following phrases to make another version of the song and include more dimensions of peace.

Imagine there's.....

It's easy if you try

No.....

Around us.....

Imagine.....

.....

- e. Share your stanza with the rest of the class, and as a whole group make a new version of the whole song so that it represents multidimensional peace.

f. At home, choose your favorite stanza and represent it visually. You can draw, include pictures of your own, and include symbols and words. Bring your peace artworks back to class and share them with your classmates.

Interaction type: Individual work/ whole group discussion

Note for teachers: Note for teachers: Other songs to work on different dimensions of peace are: *One love*, by Bob Marley; *Don't worry, be happy*, by Bobby McFerrin; *Stand by me*, by Ben E. King; *What a wonderful world*, by Louis Armstrong; and *Heal the world*, by Michael Jackson.

Class 12, June 10: Activity to foster inner peace

Source: Olivero, M.M. & Oxford, R.L. (In progress). *Innovations in an EFL teaching practicum: Cultivating multidimensional peace*

Developing resilience and increasing optimism through creative writing to foster inner peace

- a. Ask students if they believe that failing or struggling with difficulties can open a door to success. Tell them to discuss their ideas with a partner. Remind them they can refer to authentic life situations to reflect on this question.
- b. Ask students to write an optimistic story individually named: "I'm so lucky I failed my first class in the practicum". The story should be two or three paragraphs long.
- c. Tell them to exchange stories with a classmate. Ask them in what ways optimism was reflected in their classmate's' story.

Interaction type: Individual work/ pair work/ whole group discussion

Class 13, June 17: Activity to foster multidimensional peace, and activity to foster inner peace.

Reflecting on mindful moments to foster multidimensional peace:

- a. Get in groups of four people. Distribute the Mindful Moment cards (from Yoga Calm) with questions related to the different dimensions of peace, and pick a card and answer the question orally.

- b. Those who wish can add a final insight in the whole group discussion.

Examples of questions present in the cards:

Listening: Remember a time when someone said something very kind about you. Can you hear those words right now? Who was that person? Can you remember three good things people have said about you?

Grounding: Think of your favorite tree. Now imagine that you can plant a tree in that special place. Go to that place, dig a hole and plant the tree. Imagine you can see into the future and watch the tree grow tall.

Community: Imagine yourself in a peaceful setting. Now think of the people in your life who support you. Picture all of those people creating a protective circle around you. Who are they? How do they support you?

Stillness: Imagine you are camping and a great thunderstorm rolls in. You are with a small child and she is frightened. Can you find stillness in yourself that would help this child? What would you do and say to help her feel safe?

Strength: Remember a time when you had a test and you were worried about passing, but you did a great job. What helped you stay focused? What words can you say to yourself when you are worried? Can you say those words to yourself now?

c. In what ways does this activity can help cultivate peace? Which dimensions of peace were addressed in the cards? How did the activity make you feel? Reflect on these questions in you journal.

Interaction type: Group work/ whole group discussion/ Individual work

Increasing, gratitude, hope and optimism to facilitate inner peace

- a. Gratitude with peers: Think and write three things you're thankful for to your pedagogical pair.

- b. Gratitude with supervisor: Write something you're thankful for to your supervisor.
- c. Self-efficacy: Think and list three things you're proud of as an Elementary English teacher.
- d. Hope: Think and write about something you would like to improve in the future and say how you plan to achieve it.

Interaction type: Individual work

Appendix F

Coding sample narrative data

Laura's Beliefs and Emotions about Peace and MPLAs Before the Practicum

I: What is the purpose of teaching English EFL to young learners in the Argentine setting?

Table 19. Coding Sample Narrative Data

Generation of codes

Text Segment	Initial Coding	Focused Coding
Yes, I think we teach English in order to communicate, right?	English for communication	Communication
I think that when we teach English we not only teach the language itself like the grammar, the rules,	linguistic system	Communication: linguistic system
but we also teach like values and at the same time culture	values and culture (intercultural competence)	Communication: Intercultural competence
because as teachers we're gonna try our students to be polite, respectful, to be kind with each other,	Values and culture	Values and culture
Not only like of places where language is the first, where English is the first language	diversity/international	diversity/ international
but also around the world,	diversity/international/	diversity/ international

Table 19. Coding Sample Narrative Data (continued)

Text Segment	Initial Coding	Focused Coding
we can teach culture of Mexico, of some places in Africa	diversity/among nations	diversity/ among nations
well, I think it has to do with the sense of the world.	open-mindedness	values: open-mindedness
so we get to feel like empathy, and to put it on others' shoes	empathy	values: empathy
because we live one reality in a small place, in a house,	diversity	diversity
so we are all different	diversity	diversity
and even though we live next to each other we are different	diversity/ within nation	diversity/ within nation
so we need to understand	Understanding	values: understanding
to have a perspective of the world	open-mindedness	values: open-mindedness

Categorization and Identification of Themes

Teach English for communication

–Teach English to enhance linguistic competence

–Teach English to enhance intercultural competence

» diversity

»among nations

»within nations

» values

»understanding

»empathy

»open-mindedness

Definition of Themes

Participant's beliefs about the purpose of teaching EFL

Teaching English to enhance linguistic competence.

Teaching English to enhance intercultural competence.

The teaching of English to raise awareness on diversity.

The teaching of English to foster values.

Appendix G

Coding sample lesson plans

Participants: Laura and David

Lesson plan 10 (week 2)

- a) Presence (and quantity) or absence of MPLAs: one activity, as a warming up task. Not related to the topic of the class, it served the purpose of setting the atmosphere for the rest of the class.
- b) Peace dimension/s to be fostered: Inner peace through mindful breathing
- c) Content involved in the MPLAs: Learning to relax in the classroom to increase attention
- d) Source: adapted from the intervention of MPLAs in university practicum sessions
- e) Techniques used: learning to breathe using realia (leaves)
- f) Procedures specified for the implementation:
 - The teacher will play some relaxing background music.
 - The teacher will hand in leaves to students with different shapes, sizes, and colors and will tell them that since it's the Fall season they will all do a breathing task with leaves to get more relaxed.
 - They will first practice describing the leaves in English with the help of the teacher.
 - The teacher will demonstrate how to breathe gently and softly and will give instructions.
 - The teacher will repeat the procedure 3 times.
 - The teacher will ask students how they feel after the breathing task.

Appendix H

Informed consent form approved by the USF Institutional Review Board



Informed Consent to Participate in Research Involving Minimal Risk Information to Consider Before Taking Part in this Research Study

Pro # 00025113

You are being asked to take part in a research study. Research studies include only people who choose to take part. This document is called an informed consent form. Please read this information carefully and take your time making your decision. Ask the researcher or study staff to discuss this consent form with you, please ask him/her to explain any words or information you do not clearly understand. We encourage you to talk with your family and friends before you decide to take part in this research study. The nature of the study, risks, inconveniences, discomforts, and other important information about the study are listed below.

We are asking you to take part in a research study called:

Cultivating Peace via Language Teaching: Pre-service Teachers' Beliefs and Emotions in an Argentine EFL Practicum

The person who is in charge of this research study is María Matilde Olivero. This person is called the Principal Investigator. However, other research staff may be involved and can act on behalf of the person in charge. She is being guided in this research by Dr. Amy Thompson.

The research will be conducted at Practicum I of the English Teacher Training Program of the Languages Department at the National University of Rio Cuarto, in the year 2016.

Purpose of the study

The purpose of this study is to study pre-service teachers' experiences (beliefs, emotions, and actions) regarding peace and the implementation of peace activities selected to reflect peace in

the six dimensions via English teaching throughout their Practicum I semester. This study will be beneficial since becoming aware of their beliefs and emotions can enable pre-service teachers to understand their teaching practices better. Moreover, through this study they can be enhanced to adopt teaching approaches that aim at teaching the whole self, including the cognitive, emotional, spiritual, and physical self.

Why are you being asked to take part?

We are asking you to take part in this research study because you are pre-service teachers' who will be working with a new teaching approach in the practicum course, and we would like to know about your opinions.

Study Procedures:

If you take part in this study, you will be asked to:

- Read about the purpose and nature of the study and decide if you agree to take part in the study.
- Read and sign a written consent form the first day of the Practicum.
- Engage in semi-structured interviews before you start the Practicum, in order to reflect about peace and the teaching of peace via language teaching.
- Take the practicum course, which includes university practicum sessions and in-school teaching experience and receive the implementation of peace related activities aimed at fostering peace in the six dimensions via English teaching.
- Write entries in a journal (in five instances) during the practicum course in order to reflect about your opinions regarding peace and peace related activities aimed at fostering peace in the six dimensions via English teaching.
- Design four weekly lesson plans to teach your lessons at primary level during the practicum course. You will be invited to implement peace related activities aimed at fostering peace in the six dimensions via English teaching.
- Teach your classroom practices for a period of a month (eight 40 minute classes total).
- Engage in semi-structured interviews during the practicum course in order to reflect about your experiences regarding peace related activities aimed at fostering peace in the six dimensions via English teaching.
- Complete a narrative frame after you finish the practicum in order to reflect on your experience regarding the teaching of peace in the six dimensions via English teaching at primary school level.
- Engage in semi-structured interviews for the last time after the practicum course in order to reflect about your overall experience regarding peace related activities aimed at fostering peace in the six dimensions via English teaching and to give their opinion on the role of self-reflection to foster teacher development.

If you choose to be part of the study, your time commitment will last the whole first semester (from March until July, 2016). Each interview, which will be recorded, will last around 30 minutes. The journal entries should not last more than 20 minutes each. The narrative frame should last around 25 minutes. Each weekly lesson plan should last around 10 hours, and each lesson in the school will last 40 minutes.

Only the researcher will have access to the data. Your identities will be protected by using pseudonyms instead of your names. The tapes of the recorded interviews and data will be kept

for 5 years after the study is submitted and then they will be destroyed.

Total Number of Participants

A total of six individuals will take part in this study at USF.

Note: All of you who are interested in participating will have to sign this form and will be interviewed the first week of class. However, you may not be selected to represent the six cases. The six participants who are selected will be those that meet the following criteria: (1) Given that pre-service teachers have to form pedagogical pairs to write their lesson plans, the six participants chosen will have to be part of three pedagogical pairs. (2) In order for pre-service teachers to be given an opportunity to work with activities selected to reflect peace in the six dimensions in the university practicum session, the selection of participants will consider those pre-service teachers assigned to teach during the second month (based on a raffle). (3) The pedagogical pairs chosen will have to represent variety in terms of the school grade they are teaching in.

Alternatives / Voluntary Participation / Withdrawal

You do not have to participate in this research study.

You should only take part in this study if you want to volunteer. You should not feel that there is any pressure to take part in the study. You are free to participate in this research or withdraw at any time. There will be no penalty or loss of benefits you are entitled to receive if you stop taking part in this study. Decision to not participate will not affect your course grade.

Benefits

It is uncertain if participants will benefit from being part of the study.

Risks or Discomfort

This research is considered to be minimal risk. That means that the risks associated with this study are the same as what you face every day. There are no known additional risks to those who take part in this study.

Compensation

You will receive no payment or other compensation for taking part in this study.

Costs

There will be no additional costs to you as a result of being in this study.

Conflict of Interest Statement

There is no conflict of interest.

Privacy and Confidentiality

We will keep your study records private and confidential. Certain people may need to see your study records. Anyone who looks at your records must keep them confidential. These individuals include:

- The research team, including the Principal Investigator and all other research staff.
- Certain government and university people who need to know more about the study. For example, individuals who provide oversight on this study may need to look at your records. This is done to make sure that we are doing the study in the right way. They also need to make sure that we are protecting your rights and your safety.
- Any agency of the federal, state, or local government that regulates this research. This includes the Department of Health and Human Services (DHHS) and the Office for Human Research Protection (OHRP).
- The USF Institutional Review Board (IRB) and its related staff who have oversight responsibilities for this study, staff in the USF Office of Research and Innovation, USF Division of Research Integrity and Compliance, and other USF offices who oversee this research.

We may publish what we learn from this study. If we do, we will not include your name. We will not publish anything that would let people know who you are.

You can get the answers to your questions, concerns, or complaints

If you have any questions, concerns or complaints about this study, or experience an adverse event or unanticipated problem, call Dr. Amy Thompson at 813- 974-3658

If you have questions about your rights as a participant in this study, general questions, or have complaints, concerns or issues you want to discuss with someone outside the research, call the USF IRB at (813) 974-5638

Consent to Take Part in this Research Study

I freely give my consent to take part in this study. I understand that by signing this form I am agreeing to take part in research. I have received a copy of this form to take with me.

Signature of Person Taking Part in Study

Date

Printed Name of Person Taking Part in Study

Statement of Person Obtaining Informed Consent

I have carefully explained to the person taking part in the study what he or she can expect from their participation. I confirm that this research subject speaks the language that was used to explain this research and is receiving an informed consent form in their primary language. This research subject has provided legally effective informed consent.

Signature of Person obtaining Informed Consent

Date

Printed Name of Person Obtaining Informed Consent

Appendix I

Copyright permission information

From: George <george@infoagepub.com>
To: "Schmidt, Leetta" <lmschmidt@usf.edu>
Cc:
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Date: Mon, 14 Aug 2017 16:06:37 +0000
Subject: RE: permissions for reuse of images from: The Language of Peace: Communicating to create harmony
IAP will allow use but will retain all copyright, intellectual rights and ownership of these two items. Which means that will not be able to be used in any other publication.

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From: "Schmidt, Leetta" <lmschmidt@usf.edu>
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Bcc:
Date: Mon, 14 Aug 2017 15:01:39 +0000
Subject: permissions for reuse of images from: The Language of Peace: Communicating to create harmony
Dear Mr. Johnson,

I am working with a graduate researcher at my university who is interested in including a couple of figures (Fig. 1.1 and Table 1.1) in her dissertation that were originally published in *The Language of Peace: Communicating to create harmony* by R. L. Oxford (2013). USF dissertations go through a submission process with ProQuest after which they are archived and freely accessible online in our institutional repository. Can you give us instructions for how we could obtain permissions for her use?

Thank you for any help you may be able to offer.

Sincerely,
LeEtta

LeEtta Schmidt

Copyright and Intellectual Property Librarian

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lschmidt@usf.edu

813-974-1627 voice

ABOUT THE AUTHOR

María Matilde Olivero recently completed her doctoral studies at the University of South Florida. She is originally from Argentina, and in 2012 she obtained a Fulbright scholarship to pursue her doctoral degree in the United States.

María Matilde has a full time job as a second language teacher educator and researcher at Universidad Nacional de Río Cuarto in Argentina. Her research interests include individual differences in second language teacher education (such as beliefs and emotions), reflective teaching practices, and the integration of holistic approaches and peace language activities in teacher education and English as a Foreign Language. She can be reached at m.matilde.olivero@gmail.com.

