

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theoretical background concerning with pre-service teachers' beliefs and previous studies related to pre-service teachers' beliefs.

A. Pre-service Teacher

1. The definition of Pre-service teacher

In Kamus Besar Bahasa Indonesia (2005) "Teacher is someone whose job (the profession) is teaching". Beside this, there are several kinds of teacher. Those are pre-service teacher and in-service teacher. Pre-service teacher is the teacher that should join some education and training before they have undertaken any teaching. In this education program, the pre-service teachers must conduct on a school education before they get a certain task in a position".

In addition, in Virginia Wesleyan University Press, it stated that "the pre-service teaching is the culminating experience in all teacher education programs. These programs include content courses, professional education courses, and several early field experiences. Pre-service teaching is often recognized as both the most challenging and most important experience in the teacher preparation programs" (para. 1). During this experience, the pre-service teacher was supposed to apply all of the theories, content knowledge, and teaching methods and techniques that have been learned in the university. Many people had participated in

the pre-service teaching experience. This study was designed for all of the participants in the pre-service teaching experience and should serve as an instruction for the pre-service teacher, the college supervisor, and the classroom cooperating teacher. All of the participants will collaborate to make sure the successful completion of the pre-service teaching experience.

Requirements to join pre-service programs before entering into a pre-service education program, most students will have obtained a previous academic degree, either a general or honours, in a subject of their choice, (e.g. English, Math, Science, and Religion). Alternatively, students are going to work together on an undergraduate bachelor's degree and a pre-service education program. Nuland (2011) stated about pre-service teaching as the latter education courses of the program's 4 or 5 years, and culminated in a final year of specific pre-service training.

2. Goals and Objectives for Pre-service Teaching

Universities provide the pre-service program with regard to teacher education curriculum and partnerships with schools by equipping prospective students with formal education skills and knowledge of the school. In this case, pre-service teaching is an essential experience in the professional education program. Although other college courses, activities, and practical obtain knowledge and experience to the prospective teacher, pre-service teaching provides the opportunity to experience the demanding and rewarding task of assuming major teaching responsibilities. The pre-

service teaching experience is designed to provide a controlled learning situation in which the prospective teacher can contribute to practice the principles and methods learned in the English Education Program. The main goal for the pre-service teacher is to achieve competency in entry level skills in the teaching profession.

3. The Need for Pre-service Training to Upgrade the National Education

The preparation of qualified teachers through studying at university has not completed enough preparation in terms of duty as a very wide educator after leaving the school. Preparations received at the teacher's school, time and breadth are very limited and also largely a theoretical preparation. The practical experiences of teaching practices are very limited and not a good experience to fulfil their duties and responsibilities after leaving school. Many things must be done by teachers who have not had time or not learned in the University. Those reasons support the necessity of additional education for young teachers in the schools if they want to become professional teachers where they work as if older teachers are equally in need of education in that position, called in-service-training.

4. The Kinds of Pre-Service Teachers' Education

The practical nature of pre-service education training programs aligns with American philosopher John Dewey's theory of experience. Schon (1996) expanded upon Dewey's model by focusing further upon the importance of reflective practice in the learning process. In term of this,

universities offer pre-service education recognized unique factors about the various student populations have created unique programs to meet those needs. In this case, the university apply two major components that are common recognized as pre-service education programs.

a. Microteaching (PPL 1)

A preparation in the pre-service education program is throughout microteaching. The pre-service teacher will be given opportunities to develop their teaching skills through practical teaching to their friend in the classroom. They are also able to observe their friends as associate teacher, create lesson plans, teaching lessons and experiential learning about classroom management.

b. Practical Teaching (PPL 2)

To apply the microteaching program, university offers academic based courses, designed to expose pre-service teacher to collaborative inquiry, current research, educational philosophy, theory, pedagogy and practical resources to provide a foundation for their work as educators and combined with the experience gained through the practical teaching in the schools to prepare the future generation of teachers for the challenges of globalization.

Not all pre-service programs are designed the same and a certificate obtained in one country may not be recognized in another because every country has different ways to upgrade their National Education.

B. Teachers' Belief

1. The Definition of Belief in Teaching

Belief is an assumption which a person or group thinks to be the truth there being empirical evidence to prove that something is the case with the factual certainty (Shinde and Karrekatti, 2012, p. 72). Related to this, the prior researches and reviews on teacher knowledge and beliefs contribute to an agreement on some characteristics of teacher beliefs (Fang, 1996; Kagan, 1992; Nespor, 1987; Pajares, 1992; Hoy, et. al, 2006).

To investigate the beliefs, some studies had tried to explore the beliefs of ESL teachers through questionnaires (Shinde & Karrekatti, 2012; Grijalva and Barajas, 2013; Horwitz, 1987; Minyeok, 2010). Beside this, Yang (2000) explained prospective teachers' beliefs in four parts: general beliefs about EFL development, general beliefs about language learning, and specific beliefs about teaching English to EFL and self-efficacy and expectations.

It may be recognized here that in developing more effective teaching approaches, English teachers' beliefs need to be aware well. It depends on the conceptualization of all elements involved in teaching, although the personality and beliefs also influence their teaching practice. Johnson (1999) stated that "theories have stressed the idea that most teachers guide their actions and decisions by a set of organized personal

beliefs and that these often affect their performance, consciously or unconsciously” (as cited in Grijalva and Barajas, 2013, p. 82).

Bailey, Curtis, and Nunan (2001) claimed that teachers usually teach the same way they were taught since they tend to follow the same rules and routines making reference to their learning experiences. Therefore, teachers’ beliefs shape the world in which they and their students operate and these mental models of “reality” are highly individualistic since no two classrooms are the same. In addition, Teachers’ beliefs, practices, and attitudes should be also considered in order to understand and improve educational processes (OECD, 2009). Although most of teachers have received the same type of training during their pre-service study in the university, their practices in the classroom may be different. Instructional practices heavily depend on teachers and their professional ability of teaching.

Pre-service teachers gain practical teaching experience in the classroom during their teacher education, and this experience may affects their beliefs about teaching. Chan and Elliot (2004) expressed that teachers’ conceptions of teaching and learning are affected by their beliefs so it is important to identify their’ beliefs and conceptions about teaching to prepare the pre-service teachers for classroom actual teaching. In similarities, Richardson (1996) stated that “there is a direct connection between teachers’ beliefs and their teaching practices” (p. 102).

2. The Importance of Teachers' Beliefs

Beliefs has important role to affect pre-service teachers' conceptions about teaching and learning, which can be categorized as mainly traditional teaching and learning, or constructivist teaching and learning. Chan (2003) stated that "pre-service teachers with constructivist conceptions are likely to hold beliefs that knowledge is tentative and changing, and that one's ability is not inborn, whereas pre-service teachers with traditional conceptions are likely to hold beliefs that knowledge is certain and unchanging" (as cited in Yilmaz and Sahin, p. 74).

3. Classification of Teachers' Beliefs

In this situation, Teachers' beliefs have already been classified into various sets of categories by some researchers. William and Burden (1997) divided their discussion of teachers' beliefs into three areas: about language learning, learners, and themselves as language teachers. Those three areas are explained below:

a. Beliefs about Learners

Teachers may hold any one or a combination of beliefs about those whom they teach. Meighan (1990) suggested that

Learners may be construed metaphorically as resisters, receptacles, raw material, clients, partners, individual explorers, and democratic explorers" Such constructions reflect individual teacher's views of the world and also have a great influence on their classroom practice. The first three constructs are heavily teacher-dominated while the latter constructs involve increasingly active learner participation. If teachers consider their students as resisters, receptacles or raw materials, they will force learners to master a language, fill learners with knowledge, and shape learners

according to the teacher's wishes. While, if teachers consider their students as clients, individual explorers or democratic explorers, then they will change the nature of the relationship between teachers and learners. The teachers will have the language learning activities from learners' need, and take themselves as co-learners, facilitators and co-operators (as cited in Xu, p. 1398).

Williams et al. (1997) claimed that the extent to which teachers feel was able to work with their learners as democratic explorers rather than clients, moreover it may depend on factors outside of their control. However, teachers should be able to identify inconsistencies and frustrations in their work and thereby search for ways of bridging the inevitable gap between their espoused theories and their theories in action.

Effective teacher beliefs about learners are of importance, and are considered as integral components of effective teaching. Melodie and Sherman (2008) claimed from their studies that "effective teachers act on the belief that all students can learn, meet the needs of diverse learners, and believe that teachers can intervene to make a difference" (p. 245). In other words, they stated that

Effective teachers have interventionist beliefs about students: a set of beliefs that in inclusive classrooms lead to effective teacher practice, and improved student performance and self-esteem. Effective teachers attribute student's learning hardies to a wider realm, including what the teacher does to help the student. In contrast, less effective beliefs are called path gnomonic. Teachers with path gnomonic beliefs attribute student's learning hardies to permanent deficits in the student, which detracts from student success (as cited in Xu, p. 1398).

In the language teaching-learning process, the highly expected learners will enhance their self confidence, and develop their language learning abilities completely. The low-expected learners, on the contrary,

will feel discouraged and give up working hard, so they cannot thoroughly develop their language potential.

In fact, having high expectations does not equalize students' innate abilities and learning rates directly. Omatoni et al. (1996) stated that “to accommodate differences among students and help all students achieve mastery without resorting to watering down standards and expectations, teachers can manipulate three variables-time, grouping, and methodology” (as cited in Xu, , p. 519).

b. Beliefs about Learning

Teachers' beliefs about learning were going to affect everything that they do in the classroom, whether these beliefs are implicit or explicit. Even if a teacher acts spontaneously, or from habit without thinking about the action, such actions are nevertheless prompted by a deep rooted belief that may never have been articulated or made explicit. We can only be really effective teachers if we are clear in our minds what we mean by learning, because only then can we know what kinds of learning outcomes we want our learners to achieve. If our aim is to teach enough language items to pass an exam, then this will have significant implications for the way in which we teach

In addition, Gow and Kember (1993, p. 20) suggest that most approaches to learning can be placed under one of the following headings:

- a quantitative increase in knowledge
- memorization

- the acquisition of facts, procedures etc. which can be retained and / or used in practice
- the abstraction of meaning
- an interpretative process aimed at the understanding of reality
- some form of personal change

The first three of these conceptions can be conveniently subsumed under the heading of reproductive approaches, while the subsequent three can be seen as meaning-based. The first three approaches also can be induced as the direct transmission instruction, which implies that teacher's role is to communicate knowledge in a clear and structured way, to explain correct solutions, to give students clear and resolvable problems, and to ensure calm and concentration in the classroom. The following three can be induced as constructivist instruction, which focuses on students not as passive recipients but as active participants in the process of acquiring knowledge, emphasizes facilitating students inquiry, prefers to give students the chance to develop solutions to problems on their own, and allows students to play active role in instructional activities. But these approaches should not be mutually exclusive in language teaching-learning process.

In this situation, for the language teachers, establishing correct beliefs about learning is to learn that we must be clear about what the language is and how to study language. The viewpoint of communicative teaching is that language is a communicative tool, mainly used to establish and maintain relationships among people. The language learner needs to know about the language rules in various occasions in addition to

comprehending language grammar and vocabulary. In addition, Nuthall (2004) argues that in understanding the relation between teachings and learning, teachers must understand how instruction, management and assessment influence student experience and behaviour, how the socio cultural context affect teaching and learning and how individual students create sense of their classroom experiences.

c. Beliefs about Themselves

After having studied teachers' beliefs about learners and learning, we think some more advanced beliefs about teachers ourselves, such as teacher self-efficacy and teacher emotions can be important ways for us language teachers to enhance our overall quality.

1) Teacher self-efficacy

Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. Bandura (1994) commented on such beliefs:

Perceived self-efficacy is such as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. In addition, a strong sense of efficacy improves human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach hard tasks as challenges to be mastered rather than as threats to be avoided. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach

threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression. Furthermore, there is a growing body of evidence that human accomplishments and positive well-being require an optimistic sense of personal efficacy. This is because ordinary social realities are strewn with hardships. They are full of impediments, adversities, setbacks, frustrations, and inequities (p. 71).

2) Teacher emotions

The kind of approach placed great emphasis upon what the teacher as a person brought to the teaching-learning relationship and how the learner can be helped to develop as a whole person. It was accomplished by providing a supportive learning environment, which allows individuals to develop in their own way. Pine and Boy (1977) found that “effective teachers create learning atmospheres which are cognitively and affectively expanding; learning atmospheres which enable the learner to become a more adequate and knowledgeable person” (as cited in Xu, 2013, p. 1401).

In addition, Pupils feel the personal emotional structure of the teacher long before they feel the impact of the intellectual content offered by that teacher. This fact has particular implications with regard to a teacher’s views of herself or himself. This is equally true when it comes to conveying dignity and respect. Thus, Marion & Burden (1997) thought that the language teacher needs to convey a sense of self-confidence when using the language, at the same time

respecting learners' attempts to express themselves and their views in the language. In addition, Rosemary and Karl (2003) found that:

There are empirical and theoretical reasons for believing that teachers' emotions play an important role in teachers, teaching and students. Teachers' emotions may influence not only teachers' cognitions like attention, memory, categorizing, thinking and problem-solving, but also teachers' motivation, attributions, efficacy beliefs and goals. Teachers' expression of positive emotions, especially caring, are more motivated, less likely to be involved in delinquency, more likely to be helpful, cooperative, and to follow classroom rules and norms. While, teachers' expression of negative emotions mostly makes them feel small, sad, ashamed, guilty, hurt and embarrassed (p. 327).

4. The Kind of Teachers' Belief Conception

Chan and Elliott (2004) found that "the pre-service teachers' innate ability beliefs, authority knowledge beliefs, and certainty knowledge beliefs are positively linked to their traditional conceptions, whereas learning/effort process beliefs are negatively related to constructivist conceptions" (p. 817).

a. Traditional teachers

Brooks & Brooks (1999) explained that Traditional teachers often use a didactic manner and function in teaching as an information source during teaching activities. They are also responsible for sharing information to students. Traditional teachers always correct the answers to know whether students learn what has been taught. If we compared it to constructivist teachers, constructivist teachers are aimed to set up the learning environment for students and facilitate interactions among of them. They need more time to prepare a learning environment than

traditional teachers. It means that traditional teachers cover the learning subject in a shorter time than constructivist teachers (Slavin, 2006).

b. Constructivist teachers

“Constructivist teachers teach in a more student-centred environment, rather than teacher-centred. Constructivist teachers should not be a centre of information; they are not responsible for transmitting knowledge to students” (Doolittle & Hicks, 2003, p. 72). The constructivist teacher is responsible for creating a learning environment in which students interact with peers and the teacher, and for providing students with opportunities to use previous knowledge to construct new knowledge. In this environment, teacher is only giving directions and clues to facilitate students in the learning process. Constructivism proposes that “students build their knowledge based on previous knowledge, so they need to be actively involved in the learning process. In this way, the more active students are in the learning process; the more likely they are to be engaged” (Brady, 2004, p. 24).

In similarities, Marlowe and Page (1998) stated that “constructivist teachers need to use direct teaching, at which point they should establish the extent of that type of teaching and give students opportunities to construct knowledge by themselves” (as cited in Yalmiz and Sahin, 2011, p. 75).

In this case, Constructivist teachers may apply the appropriate multimedia such as computer to create a better learning environment in

which students enjoy their learning. It indicated that the constructivist teachers should be more creative in classroom management and play a crucial role to guide and supervise the students during the teaching and learning process.

In addition, The OECD (2009) as cited in Yalmiz and Sahin (2011, p. 75) published two indicators for teachers' beliefs about teaching based on the following questionnaire items:

Traditional beliefs about teaching:

- Effective/good teachers demonstrate the correct way to solve a problem.
- Instruction should be built around problems with clear, correct answers, and around ideas that most students can grasp quickly.
- How much students learn depends on how much background knowledge they have; that is why teaching facts is so necessary.
- A quiet classroom is generally needed for effective learning.

Constructivist beliefs about teaching:

- My role as a teacher is to facilitate students' own inquiry.
- Students learn well by finding solutions to problems on their own.
- Students should be allowed to think of solutions to practical problems themselves before the teacher shows them how they are solved.
- Thinking and reasoning processes are more important than specific curriculum content.(p. 75)

They also published information about the differences profiles of teachers' beliefs about instruction in some country. In addition, Nespor (1987) stated “change is not possible without first disposing of current beliefs. Replacement of current beliefs with the intended ones takes time; it happens slowly” (p. 317). Some researchers agreed that knowing pre-

service teachers' beliefs regarding constructivism and their conceptions about teaching and learning is important for changing their beliefs accordingly before they start their teaching careers (Chan and Elliott, 2004; Eren ,2009).