

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents EFL teachers' beliefs, the source of teaching beliefs, the role of teaching beliefs in teaching practice, the shift of teaching beliefs and its influential, self-awareness in teaching beliefs then the previous study.

2.1 EFL Teachers' Beliefs

Beliefs are personal truths derived from experience or fantasy, with a strong affectionate and evaluative component (Solis, 2015). Gilakjani and Sabouri (2017) defined beliefs are judgments and evaluations that people make about themselves, others, and the world around. They also argued that beliefs as a form part of the process of understanding how teachers shape their work which is significant to the comprehension of their teaching methods and decisions in the classroom. According to Johnson (1994), beliefs are shaped early in life as a result of a person's education and experience (Gilakjani & Sabouri, 2017). The interplay of beliefs determines the teacher's action in the classroom because beliefs as a driving force for teachers' action (Opell & Aldridge, 2015). What do the teachers believe, it may be directing them in their teaching practice.

In teachers' behaviour and learning, beliefs is an essential topic because belief as considerable idea in understanding teachers' thought, methods and learning (Pusparini, Widiati, & Susanti, 2021). Beliefs play a critical role in shaping teaching practice because they influence classroom practice even

expectations for success in teaching (Snider & Roehl, 2007). In similar with Reynolds, Liu, Milosavljevic, Ding, and McDonald (2021) who stated that teacher beliefs play a prominent role in pre-service and in-service teachers' planning, preparation, and practice. According to Utami (2016), what teachers do in the classroom is said to be governed by what they believe and these beliefs often serve as a filter through which instructional judgments and decisions are made. The term of beliefs is a personal judgment formed from experience (Raymond, 1997).

In terms of characteristics of beliefs from previous studies, as follows : 1) beliefs are changeable (Richards et al., 2001), 2) beliefs are also formed from experience (Raymond, 1997), 3) teacher beliefs influence classroom practice (Snider & Roehl, 2007), 4) belief systems are personal, unlike knowledge systems, do not require validation (Snider & Roehl, 2007), 5) beliefs guided by knowledge create professional expertise, without evidence they may evolve into ideology, dogma, or myth (Snider & Roehl, 2007), 6) beliefs can help the teachers to predict decisions and classroom practice (Gilakjani & Sabouri, 2017).

2.2 The Source of Teaching Beliefs

The source of teachers' beliefs based on teachers' perceptions about teaching (Reynolds et al., 2021). Previous studies about beliefs found that experience is the main source of teacher beliefs (Raymond, 1997). Then, Ulla and Winitkun (2018) found teachers' beliefs were shaped by their experience on teachers' training program. Teacher formal education and learning experience are

influential in shaping teaching beliefs (Debreli, 2016). When a pre-service teacher was the student and learning in the classroom for their education, they have experience concerning their own learning rules or strategies thus it can help them in shaping teaching beliefs that can be the reference when they teach in the real class and manage the class. Reynolds et al., (2021) found teachers' learning experiences often have the strongest influence on shaping teaching beliefs and teaching practice. As Berger, Girardet, Vaudroz, and Crahay (2018) assumed that teacher experience relates to beliefs and the higher experience strongly supports the belief in constructivism in teaching.

Apart from teachers' education and its experience, curriculums also are the source of the change of teaching beliefs (Cansiz & Cansiz, 2019). Where do the teachers teach, they will adapt the curriculum in the institutions. Therefore, it can determine beliefs, even methodology, and teachers can modify their teaching practice. Zhang and Liu (2014) also discussed teaching beliefs and school types. They argued that curriculum reform, professional training, school environment, and culture directly influence teachers' beliefs development (Zhang & Liu, 2014).

According to Letwinsky and Cavender's (2018) study, it found how teacher education programs can influence their personal beliefs and intended future practice. In similar with Ulla (2022), although previous teaching experiences affect teachers' beliefs, to change belief teachers must be involved in teacher professional development training programs so that teachers can reflect on themselves, their profession and their beliefs in their profession.

2.3 The Role of Teaching Beliefs in Teaching Practice

Teacher and its beliefs is a significant factor in students' result because it gives impact to teacher actions in the learning process (Thomas, 2013). A number of studies found that teacher beliefs are consistent with classroom practice (Qiu, Xie, Xiong, & Zhou, 2021). In language learning, Utami (2016) considered the teachers' belief is one of the key factors in how classroom instruction is planned, managed, and evaluated, and there have been studies about it, especially the relation between belief and the application of certain strategies or certain language skill learning. Teachers beliefs are important for understanding and improving educational process because they influence teachers' teaching strategy (Li, 2012).

Nespor (1987) argued that teachers' beliefs play a major role in defining teaching tasks and organizing the knowledge and relevant information. He also stated that beliefs and belief systems have two important uses for the teacher such as (a) task definition and cognitive strategy selection, and (b) facilitation of retrieval and reconstruction in the memory process. Teachers' beliefs have a greater effect than the teacher's knowledge in planning their lessons, decision making, and classroom practice (Gilakjani & Sabouri, 2017). Besides, teachers' beliefs can guide the teachers to adopt teaching strategies, shape learning environment, motivation, and learning achievement (Wiratmo, 2017).

2.4 The Shift of Teaching Beliefs and Its Influence

The change in teachers' practice is the result of the changes in teachers' beliefs (Richards et al., 2001). Teacher beliefs' affects to teachers in-classroom

practice (Reynolds et al, 2021; Yuan & Lee; 2014). The shift of teachers' beliefs can be seen on how they modify their teaching practice. Yuan and Lee (2014) found that beliefs change into four processes such as *confirmation* by observing the consistency between beliefs and newly presented information, *realization* refers to the process of fully aware of beliefs, *elaboration* as the effort to support the beliefs by some source and *disagreement* as to the effort to be more critical on new beliefs that pre-service teacher will adopt.

Most of the time, teachers are not aware of the existence of the belief inside their mind, and how beliefs shape the way they do their profession (Utami, 2016). Utami (2016) stated that being aware or not by certain beliefs in teachers' mind, they are influenced by belief when they think, react, and respond during their professional routine tasks and performance. She found three possible contextual factors that contributed to the development of beliefs, such as educational policy, curriculum mandate, and social environment (Utami, 2016). Moreover, some previous study also found three factors in the shift of teaching beliefs, such as iteaching practicum, experience and teaching intervention that pre-service teachers acquired in the school or university (Kim, 2014; Qiu et al., 2021).

2.5 Self-awareness in Teaching Beliefs

Lahav et al. (2014) confirmed that self-awareness is an important factor in individuals' performance in daily activities. According to Flavian (2016), self-awareness usually used to describe someones' skills and defining feelings,

thoughts, self-evaluation and self-understanding. There are contents that appear in self-awareness, one of them is beliefs (Zaborowski & Slaski, 2003). Besides, Goukens, Dewitte and Warlop (2009) claimed that high self-awareness lead to better decision making. Self-awareness can be developed through focus, evaluation and feedback and individual awareness of of their internal state (Carden et al., 2021).

In teaching beliefs, self-awareness refers to the teacher being aware on what they believe in teaching, which belief helps them to achieve the learning goals, and how their beliefs influence the teaching practice. Gilakjani and Sabouri (2017) found that teacher beliefs affect teacher awareness. In other hand, teaching beliefs also can be shifted and teachers are not aware of the existence of the belief and how it shapes the way they do their profession (Utami, 2016). According to Farrel and Yang (2019), one of the ways that teachers can use to understand their beliefs is by reflecting on practice, with high self-awareness (Flavian, 2016). Due to beliefs reflected in classroom activities, the teacher can subject their beliefs by collecting information about their beliefs during teaching (Farrel & Yang, 2019).

2.6 Previous Studies

Teaching beliefs have been a topic in educational research for decades. It evidenced by the number of research journals related to teaching beliefs in the several focuses. The following are some previous study related to teaching beliefs.

Year	Researcher	Participants	Instrument
2021	Qiu	EFL pre-service teachers	<ol style="list-style-type: none"> 1. Pre-test and pot-test questionnaires, 2. Semi-structured interviews 3. Reflective journal

Year	Researcher	Participants	Instrument
2014	Kim	9 EFL university instructors	1. Teaching beliefs survey 2. Peer evaluation 3. Semi-formal Interview
2011	Mak	1 EFL teacher	1. Semi-structured interviews 2. Belief-inventory questionnaires 3. Researchers' field notes 4. Classroom observations
2018	Letwinsky & Cavender	57 mathematics pre-service teachers	Pre and post- course reflection
2020	Egloff & Souvignier	129 pre-service teachers	Printed questionnaire
2015	Miranda & Damico	14 high school science teachers	1. Pre-participation essays 2. Transcripts of asynchronous threaded discussion board posts 3. Pre-participation and Post-participation classroom lesson observations 4. Post-observation open-ended questionnaires
2013	Floris	30 English teacher	1. Questionnaire 2. Semi-structured interview
2019	Bedir	124 ELT pre-service teacher	1. Questionnaire 2. Semi-structured interview
2015	Cephe & Yalcin	620 students 33 English teacher	1. Class survey 2. Interview

Table 2.1 List of Previous Studies of Teaching Beliefs

Based on Table 2.1 regarding previous studies of teaching beliefs, there are several studies related to teaching beliefs. The study by Qiu et al. (2021) investigated the change of Chinese pre-service teacher before and after teaching practice. To measure the dynamic change of participants beliefs, the researcher adopted longitudinal design. Then, the participants are divided into experimental group and control group. The experimental group take teaching practicum in middle or high school at three month whereas the control group did not follow teaching practicum. In gathering the data, the researchers used three instrument those are pre-test and pot-test questionnaires, semi-structured interviews and

reflective journal. In analyzing the data, it found the significant differences beliefs in participant within in experiment group particularly in the participant management, teaching evaluation and learning. In contrast, the control group were not found the significant differences of their beliefs. According to the finding, this study shows that English teaching practicum has an important influence on teacher' beliefs change.

Kim (2014) studied teacher's beliefs about communicative language teaching (CLT). It aimed to examine how English as a foreign language (EFL) instructors' teaching beliefs influenced to their instruction and assessment practice. The participants of this study were nine EFL university instructors from Colombia that conducted TESOL workshop. Some EFL instructors were asked to complete their teaching beliefs-survey at the beginning of four-week TESOL workshop. In this section, they compiled and analyzed their teaching beliefs about CLT, it influence on instruction and assessment. Some of them also did peer evaluation which they have to present English language teaching (ELT) lesson that they designed based on CLT in front of their peer. Three instructors were chosen semi-formal interview with the researcher to discuss their beliefs about CLT and how they affected their instructional and assessment practice.

According to the three technique in getting the data, the researcher revealed the findings of each technique. In the teaching beliefs-survey, it found that CLT affected the way the participants taught and assessed their students. There are three responded concerning how CLT inspired the EFL instructor to provide lesson with meaningful communication among the students. In the

analysis of peer evaluation data, the instructors found focus on evaluating grammar lesson. They considered that grammar is most important in reading skill and teacher need to explain clearly about grammar structure. In the interview data, the participants considered that CLT influence their instructional and assessment positively.

Based on the finding, this study revealed that CLT was not fully implemented in the EFL Instructors' assessment practice. It can be seen in the peer assessment data where the instructors focus evaluate how to teach grammar and did not include speaking skill. Therefore, this study provide practical implication and future research for better implementing CLT in EFL context. First, it indicated peer evaluation or assessment need to be implemented to guide the teacher in developing their assessment practice. Moreover, more research about CLT and assessment need to be conducted to gain teachers understanding about the both of them.

A similar study by Mak (2011) that explored the conflict of EFL teachers' beliefs and how it affect to their teaching practice and decision-making. The researcher measured the tension of beliefs in teaching different traditions of language teaching when EFL teachers adapt the Western-based CLT model to Asian context. The finding reports the development of EFL teachers beliefs' about CLT and its interaction with her teaching decisions in a one-year teacher education programme. Besides, the tensions of different teaching beliefs can be resolved by the strength of individuals beliefs. It can be seen when the participant have a gap about the argument that teacher need to talk more that students because

they are the source of knowledge. The participant adopted CLT in her class by having the students to more active to talk than the teachers. Therefore, this study implied the necessary of being aware to beliefs and the factors that influencing their teaching practice.

The study by Letwinsky and Cavender (2018) explored teaching methods for two university instructors and changes in pre-service teacher beliefs previously formed by personal elementary experiences by using pre- and post- course reflection. It analyzed by using multi-case study and qualitative approach. The results of this study demonstrate how teacher education programs can find opportunities in method courses to extend pre-service teachers' understanding as well as influence their personal beliefs and intended future practice.

Another study by Egloff and Souvignier (2020) investigated the effect of lesson video in evoking positive emotional reactions wheter it results changes in beliefs, attitudes, and intentions. The goal of this study was to measure the difference of pre-service teachers' beliefs before and after the intervention. The researcher used two different video those are lesson video and expert talk video as interventions that aimed to change pre-service teachers' beliefs. However, the participants were asked to complete on online and printed questionnaire in 24 days before the intervention to measure the difference of beliefs before and after intervention. Thus, this study revealed the total change rates of pre-service teachers' beliefs, attitudes, and intentions in lesson video were not differ from expert talk video group. Then, this study claims that emotional valence had no effect on change beliefs, attitudes and intentions.

Then, the research by Miranda and Damico (2015) explored changes in teacher beliefs after following a year-long RET-PLC Program. This is a program that focuses on teacher research experience and involves the professional learning community (PLC) to explore pedagogical topics in education. The finding of the study has implications for professional development programs for in-service teachers. This program that concerns teachers' research experiences to inquiry-based classroom lessons can help the teacher to shift their beliefs about their classroom instruction.

Moreover, some previous study also suggested the teacher to develop the programs which can help them to increase positive beliefs for the effectiveness of classroom practices (Floris, 2013). Bedir (2019) also stated that teachers' positive beliefs support teacher professional development to provide innovative skills in teaching. Thus, the teacher needs to pay attention to their beliefs because it can affect teachers' behavior, teachers' teaching strategies, and approach in the classroom (Bedir, 2019; Cephe & Yalcin, 2015). In terms of the novelty of teaching beliefs study, this research attempts to investigate preservice-teachers' awareness on the shift of beliefs while the previous study mostly focus on the role of beliefs toward teaching practice and found need more exploration concerning awareness of teaching beliefs (Floris, 2013).