

CHAPTER II

LITERATURE REVIEW

A. Changes in Pre-service Teachers' Beliefs

Teachers' beliefs have a greater effect than the teacher's knowledge on planning their lessons, the types of decisions they adopt, and classroom practice. Pre-service teachers have strong beliefs about the nature of language, its acquisition process, the success of learning strategies, the existence of aptitude, and their expectations about success and teaching methodologies. Recognition of these beliefs and their effects on language learning and teaching, the pre-service teachers' expectations, and strategies can help them to apply what they thought to their teaching practices (Gilakjani & Sabouri, 2017). In the teaching practicum they act as what their beliefs about how to teach, this teaching beliefs can come from their experiences that have relation to teaching and language learning in line with Mihaela & Alina-oana (2015), student teachers' thoughts, actions, and behaviors as a result of social, educational, and personal experiences. The result of their experiences, social, and education can affect their beliefs about teaching.

During ITP, the pre-service teachers realized that the classroom reality helped them test their knowledge and become more aware of their personal beliefs about learning and teaching (Suárez Flórez & Basto Basto, 2017). Moreover, they identified changes in pre-service teachers' beliefs once they had been exposed to teaching in real contexts. This is in line with Stergiopoulou

(2012) statement that the changes might happen as the result of a) pre-service training b) teaching experience c) in-service training d) university studies.

Debreli (2016) found there are 3 types of belief change 1) teaching approach, 2) teacher roles, and 3) teacher characteristics.

1. Teaching Approach

The teaching approach is like the form or the way we teach or how we do it. According to Gill et al. (2017), there are various approaches are used in the teaching-learning process. The following are the main approaches to teaching-learning:

- a. **teacher-centered approach:** focusing on the teacher as the instructor. They are sometimes referred to as direct instruction, deductive teaching, or expository teaching, and are typified by the lecture type presentation. In this method of teaching, the teacher controls what is to be taught and how students are presented with the information that they are to learn.
- b. **Student-centered approach:** sometimes referred to as discovery learning, inductive learning, or inquiry learning. This approach places a much stronger emphasis on the learner's role in the learning process. When the teacher uses this approach, they still can set

the learning agenda but the teacher has much less direct control over what and how the students learn.

c. Inductive and Deductive approach: In the inductive approach students move from specified (example) to general (rules). At first, many examples are put forward to the students, and then the teacher draws out a conclusion based on these examples. The deductive approach is opposite to the inductive approach because in its first a principle or rule is put in front of students and then it is clarified by giving examples.

d. Herbartian approach: This approach is given by John Fredric Herbart. He advocated that teaching should be planned actively if we intend to make it. This approach is based on the appreciative mass theory of learning. Therefore, he gives more emphasis on teacher presentation. The learner is like a clean slate and all the knowledge is given from outside and linked with the old knowledge of the student, the material will be acquired easily and retained for a longer period. The teaching content should be presented into units and units should arrange in a logical sequence. The emphasis is given to content presentation. Herbert has

given five steps for this approach: Preparation, Presentation, Comparison and abstraction, Generalization, and Application.

- e. **Evaluation Approach or Bloom's Approach:** The concept of the evaluation approach is given by B.S. Bloom. His main emphasis was that testing should be based on teaching and both these activities should be objectives-centered. Today teaching is organized by using the evaluation approach. Under this approach yearly plans, and unit plans are prepared. It has three main steps: Formulating Educational Objectives, Creating Learning Experiences, and Evaluating the Change in behavior.

2. Teacher Roles

According to (Harmer, 1998) there are nine roles of a teacher:

- a. **Teacher as Controller:** In this case, the teacher is the one who served as the controller, and when the teacher acts as a controller, they are responsible in the class and also responsible for all activities that occur in the classroom.

- b. Teacher as Organizer:** Acting as an organizer in language learning in the classroom is one of the most important roles, in which case the teacher must organize the students as well as the very diverse activities in language learning. Usually, activities in this field are to provide information to students, telling them how to do things, varying their study groups either in pairs or groups and finally ending something typed something that ends or finishes.
- c. Teacher as an Assessor:** One of the things students expect from their teachers is an indication that they are right or wrong when they speak the language they are learning. In this case, we act as assessors. This means that as a teacher we have to offer feedback to students as they speak and correct their mistakes in using the language and assess them in a variety of ways.
- d. Teacher as Prompter:** In this case, the teacher has the role as a whisperer. For example, in an activity or a presentation. Students are silent and do not remember what to say or just say they ran out of vocabulary when going to say something. This is where the teacher's role as a prompter can be applied.

- e. Teacher as Participant:** Several reasons support us sometimes have to act as participants, as Harmer says that we can enliven things from the inside instead of promoting or organizing from outside the group. When it goes well, students enjoy having the teacher with them, and for the teacher, participating is often more enjoyable than acting as a resource. This means that a teacher who acts as a participant can create a lively atmosphere in the discussion rather than just as a source of information.
- f. Teacher as a Resource:** The possibility of students may ask how to express something or asking the meaning of a word or phrase that they have not understood may appear in the classroom. When we act as a source, we must have a sense of help as well as readiness in performing this role.
- g. Teacher as a Tutor:** When students are working on a longer project, such as writing or preparing for discussion or debate, this is where a teacher acts as a tutor, working with a private or a small group, pointing them one at a time. have an intimate relationship with students, we can walk around and pause with some

groups or partners and offer some guidance or direction in doing what we tell them to do.

- h. Teacher as an observer:** Teachers here not only observe the students to provide feedback. They should also pay close attention to the success of the teaching materials and the activities they deliberately carried out in the classroom.
- i. The teacher as a performer:** Having learned that different teachers' acting is also different and that they have different behaviors. It depends on what they will do. it is appropriate that we act full of energy, encouragingly, clearly, and fairly.

3. Teacher Characteristics

Walker (2008) stated there are twelve characteristics of a teacher:

- a. Prepared:** The most effective teachers come to class each day ready to teach.
- b. Positive:** The most effective teachers have optimistic attitudes about teaching and students.
- c. Hold High Expectations:** The most effective teachers set no limits on students and believe everyone can be successful

- d. Creative:** The most effective teachers are resourceful and inventive in how they teach their classes.
- e. Fair:** The most effective teachers handle students and grades fairly.
- f. Display a Personal Touch:** The most effective teachers are approachable.
- g. Cultivate a Sense of Belonging:** The most effective teachers have a way of making students feel welcome and comfortable in their classrooms.
- h. Compassionate:** The most effective teachers are concerned about students' problems and can relate to them and their problems. Numerous stories established how the sensitivity and compassion of caring teachers affected them in profound and lasting ways.
- i. Have a Sense of Humor:** The most effective teachers do not take everything seriously and make learning fun.
- j. Respect Students:** The most effective teachers do not deliberately embarrass students. Teachers who give the highest respect, get the highest respect.
- k. Forgiving:** The most effective teachers do not hold grudges.
- l. Admit Mistakes:** The most effective teachers are quick to admit being wrong.

B. International Teaching Practicum

One of the Universities in Indonesia has collaborated with the private schools' partnership association in Southern Thailand. These institutional collaborations and networking will eventually lead to teacher collaboration, which is a critical element in the workplace condition that encompasses both the "cultural and political environments" that can significantly contribute to pre-service teachers' learning, teacher development, and school progress and improvement. The international acknowledgment and recognition that an educational institution gains will encourage many institutions to initiate and develop collaboration and networking with other international institutions (Kabilan et al., 2017).

A lot of studies have reported pre-service teachers' experiences in their international teaching practicum. One of the studies of international teaching practicum is proposed by Kim & Choi (2019) which examines the experiences of pre-service teachers from South Korea while conducting international teaching practicum in the United States. The study observed how pre-service teachers struggled in speaking in a foreign language and how they adapted to a different culture. The study also reported that pre-service teachers were encouraged to understand multiculturalism, the roles of teachers, teaching pedagogies, and local education from different perspectives.