

CHAPTER 2

THEORETICAL BACKGROUND

2.1. Teacher's Beliefs: A Brief Overview

There are so many terms of belief. According to Pehkonen & Pietilä, (2003) “a belief is a kind of knowledge that is subjective and experience-based. Beliefs are judgments and evaluations that we make about ourselves, others, and the world around us” (P.1). Also, Khader (2012) “They are personal ideas based on observation or rational thinking” (P.1). Borg (2001) as cited by Kavanoz (2017) stated that beliefs are frequently defined in relation to knowledge and behaviour. In short, a teacher's belief is a subjective and experience-based assumption formed by the teacher's experience.

Furthermore, the teacher's beliefs can also affect the effectiveness of teaching in the classroom. According to Gilakjani & Sabouri (2017), teacher's beliefs affect what they accomplish in their classrooms, their attitudes, and their learners' beliefs, because teacher's beliefs could guide teachers to adapt their teaching strategies for coping with teaching challenges that they faced, shape language learning environment, teacher's motivation and their language ability. Additionally, Gilakjani & Sabouri (2017) state “Teachers' beliefs identify their real behaviour towards their learners” (P.3). If teachers can determine their learners' abilities, they will be able to choose and modify their behaviour and educational choice appropriately.

2.2. Pre-Service Teachers During Teaching Practicum

Pre-service teachers should be able to express their personal educational philosophies, theories and understandings (Kennedy cited in Kabilan, 2008). In other words, teaching practices are an opportunity for the EFL pre-service teachers to experiment and actualize their knowledge, beliefs and skills in an authentic teaching and learning environment in tandem with their own understanding of their personal educational philosophies and theories, Kabilan (2008). However, the pre-service teacher will face many challenges during teaching practice. Ong (2004) stated there are five challenges that burden the pre-service teachers – supervision, environment, workload, pedagogical knowledge and content knowledge”.

Studies encompassing teaching practices are quite extensively held. Those studies investigate the challenges which are faced by an EFL pre- service teacher and how they affect numerous aspects of teacher education. Pomerantz and Pierce (2004) lead an inquiry into the challenges experienced by pre-service teachers in the “real world”, and to what degree the “courses prepared them for those challenges.” Thomas (2006) highlighted the language, cultural (diversity) and environmental barriers experienced by four American pre-service teachers in Central Asia and how they coped and successfully managed in gaining valuable experience during their teaching practice.

For example, Kabilan (2008) in his research investigates challenges which are faced and the strategies adopted by a Malaysian English language teacher during teaching practice. This paper only focuses on three major challenges during teaching practice. Moreover, each challenge is described and deciphered. This paper provides various strategies that the teacher explored and experimented in order to meet those challenges that are outlined and

elucidated. By intentionally focusing on three of the most difficult challenges, the outcome is enlightening in terms of excavating strategies and practices that could provide answers to unlocking those challenges.

Yakar (2017) highlights the effectiveness of lesson study approach on pre-service science teachers' beliefs, this study gave insights about the effectiveness of using microteaching with lesson study on improving pre- service science teachers' beliefs regarding teaching and learning.

Noughabi (2017) investigates current pedagogical challenges in Iranian EFL teachers' views, this research studied the major problematic issues in Iranian EFL teachers' views and required a strategy to enrich EFL instruction in the context of Iran. However, the strategies are certainly not conclusive, also perhaps a detailed study is needed to identify the strategies that would be beneficial for teacher trainees during teaching practice, as well as for in-service teachers teaching in school.

2.3. The Shifting Beliefs of the Pre-Service Teacher

Challenges during teaching practice could affect pre-service teachers' beliefs. Debreli (2012) argues that pre-service teachers can change their beliefs about teaching and learning once they teach in a real classroom setting. Those changes are caused by the pre-service teacher's experiences while encountering various teaching challenges during teaching practice.

Debreli (2012) investigated three pre-service teachers as they changed their beliefs about teaching and learning EFL through a nine-month pre- service teachers' preparation program. According to the author, the participants' beliefs changed incrementally once they taught in a real classroom setting. The researcher concluded that

“participants’ beliefs changed.

Yuan & Lee (2014) investigated the process of beliefs’ changes among three pre-service language teachers during the teaching practicum at a university in China. The researchers found that pre-service teachers’ beliefs experienced different processes of change during the practicum, which included confirmation, realization, disagreement, elaboration, integration, and modification. This could be attributed to their situated learning in the school field with professional culture and expert support.

Flórez & Basto (2017) identified pre-service teachers’ beliefs about teaching EFL and their potential changes. This study aims at identifying pre-service teachers’ beliefs about teaching English as a foreign language and tracking their potential changes throughout the teaching practicum. The participants of this research are two pre-service teachers in a public university in Colombia. This paper gathers the data through eight weekly journal entries administered during ten weeks, and two semi-structured interviews at the end of the teaching practicum.

The findings of this research revealed that most of the pre-service teachers’ beliefs changed once they faced the reality of the classroom. However, there is little research focused on the teaching challenges and its impact on pre-service teachers’ beliefs, especially in Indonesian context.

