CHAPTER II

LITERATURE REVIEW

A. The Cognitions of Pre-Service EFL Teacher

In the field of English language teacher cognition, the term of teacher cognition refers to the unobservable cognitive dimension of teaching which refers to what teacher knows, thinks, and believes and the relationships of these mental constructs to what teacher does in English language teaching classroom (Borg, 2003). It means that the term of 'cognition' includes teacher's knowledge, thinking, and beliefs of English language teaching. In fact, these terms are frequently used interchangeably in the literature (Graham, Santos, & Francis-Brophy, 2014). Teacher cognitions are defined and refined on the basis of educational and professional experiences throughout teacher live (Borg & Burns, 2008).

In the mainstream of general educational research on English language teacher cognition, Borg (2003) suggested a framework with reference to three main themes: (a) cognition and prior English language learning experience, (b) cognition and teacher education, and (c) cognition and classroom practice. He further (2015) proposed four themes towards studies regarding the cognition of pre-service English teacher: (a) pre-service teachers' prior English learning experience; (b) pre-service English teachers' beliefs about English teaching; (c) cognitions in relation to

practicum experiences and (d) pre-service teachers' instructional decision-making and practical knowledge. Pre-service EFL teacher's belief about English teaching is taken as theme of this study which focuses on teaching speaking. The term of belief here is interchangeable with knowledge and thinking. Therefore, the term of cognition is more likely to be used in this study.

B. Research into Teacher Cognition of Teaching Speaking

Few studies have put concern into teacher cognition in the area of teaching speaking or oral communication. Studies of teacher cognition taken here are those which scrutinized foreign English language teachers' cognition with regard to teaching speaking in their classroom at any stage of their careers. A review of few studies into teacher cognition about teaching speaking will help to provide some perspectives to the more practical considerations that follow in this study.

For instance, Cohen and Fass (2001) carried out a study of nine teacher-researchers at a Colombian university who took an in-depth investigation in relation to instructional practices and beliefs about oral English language and its assessment in EFL teaching. The teacher-researchers viewed both teachers and students generally believed successful oral production was relied on accuracy. In fact, the characteristics of their assessment on students' oral language production fell into accuracy rather than reflecting a communicative approach. For this reason, one of pedagogical implications of this study is a need for

teacher training in how to conduct language assessment in the classroom. Afterwards, a case study conducted by Yue'e and Yunzhang (2011) investigating and comparing the cognition and classroom practice of two college English teachers with regards to oral English teaching found that the teachers do hold a system of cognition which shapes their classroom practice. Nonetheless, due to the influence of internal and external factors, their practice in oral English teaching does not always reflect their cognition. Furthermore, a study explored by Dinçer & Yeşilyurt (2013) pre-service EFL teachers' perceptions of teaching speaking in Turkey and self-evaluation of their speaking competence. The findings revealed that the participants, either they were interested to speak English intrinsically or extrinsically, they had negative ideas about speaking instruction in the Turkish education system and they felt incompetent in oral communication though they all agreed that it was the most important language skill. The implication of this study relates to the need for better training and professional development for EFL teachers due to a commonly reported phenomenon in which EFL teachers had insufficient language proficiency notably knowledge and competence for speaking English instruction in their classroom.

C. Advices on Teaching Speaking

Meanwhile, a number of principles need to be taken into account to design the lesson and techniques for teaching speaking. Brown (2001) explained seven principles for designing teaching speaking as follows:

1. Use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency;

2. Provide intrinsically motivating techniques;

3. Encourage the use of authentic language in meaningful contexts;

4. Provide appropriate feedback and correction;

5. Capitalize on the natural link between speaking and listening;

6. Give students opportunities to initiate oral communication

7. Encourage the development of speaking strategies.

(p. 275-276)

In the same way, Bailey provided five principles for teaching speaking, namely:

1. Be aware of the differences between second language and foreign language learning contexts;

2. Give students practice with both fluency and accuracy;

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk;

4. Plan speaking tasks that involve negotiation for meaning.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

(as cited in Nunan, 2003, p. 55-56)