

CHAPTER II

LITERATURE REVIEW

A. Student Teachers' Beliefs

Teachers' beliefs direct teachers' behavior to their students. When teachers know how their students think and at what level they are, the teachers could adapt or select what they need to do to face their students. In addition, Borg (2017) stated that beliefs affect what teachers do and how they learn in the classroom. Borg (2011) stated that the personality, educational, and professional experiences of the teachers' life generally have a powerful influence on their teaching practices improvement. Student teachers' beliefs cover their attitudes and values related to teaching, students, and the educational context (de Grift, Jansen, Lorenz & Vries, 2014).

Kagan (1992) "teacher belief is a particularly provocative form of personal knowledge that is generally defined as pre-or in-service teachers' implicit assumptions about students, learning, classrooms, and the subject matter to be taught". In addition, he stated that "belief is based on evaluation and judgment". From his statements, it could be summed up that teachers' beliefs could be defined as teachers' thinking or judgment about education, including students, learning, classroom, and the teaching materials.

B. Micro-teaching in Student Teachers Education

Cebeci (2016) conducted a study regarding prospective teachers' beliefs about micro-teaching in Teaching English to Young Learners I course in one of the universities in Turkey. Semi-structured interviews were used to collect the data and content analysis was used to analyse the data. The findings showed that the participants believe that micro-teaching practice is an appropriate platform regarding their professional development. The participants stated that micro-teaching gave them a chance to practice the theory they have learnt in a real life situations (i.e. in the kindergartens). Also, micro-teaching help them to develop autonomy learning since they had to design their teaching preparation by their own, beneficial peer-interaction since they learned each other while the peer teaching process.

According to the study of Darwish & Sadeqi in 2016 about microteaching impact on student teacher's performance, microteaching helped the student teachers how to approach and deliver the materials and how to reflect their own teaching. Besides, there are some student teachers felt nervous when they were required to teach their peers which impacted their ability to deliver the lesson planned and lexical words in delivering the materials they have planned.

Arsal (2014) conducted a study on the effect of micro-teaching on pre-service teachers' sense of self-efficacy in teaching. He adopted Allen's and Ryan's (1969) original micro-teaching model cycle at Stanford University

in the early 1960s which consists of six stages: Plan, Teach, Observe (Critique), Re-plan, Re-teach and Re-observe. The result showed that micro-teaching gave a positive impact on pre-service teachers' sense of self-efficacy in teaching. Micro-teaching allows the pre-service teachers to receive feedback for their performance, collaborate with friends and the instructor, and share their experiences with each other.

Bandura (1977) outlined that experiences and vicarious experiences contribute to the development of efficacy beliefs as cited in Mergler & Tangen (2010). By watching others' experience of teaching practices, student teachers could engage teaching and learning from others' performances for their teaching, since they could adapt, change, and construct others' teaching practices. Micro-teaching could be a way for student teachers to reflect on their teaching practices, to see what they have done, what happened in the classroom, what needs to construct or even change for future teaching practices. By reflecting on previous teaching practices, they could see and evaluate their teaching practices in order for better future teaching.

Bağatur (2015) conducted a study regarding ELT students' perceptions of micro-teaching in Turkey. He investigated the attitudes of the Turkish students at the ELT Department of the academic year 2014-2015. The result showed that the students showed positive attitudes towards microteaching. In addition, he stated that micro-teaching allowed the students to learn different styles of teaching (i.e. by watching others'

teaching performances) and reflect on their teaching through video recording.

Micro-teaching is used to give experience in delivering materials prepared (Bell, 2007). In addition, Yan & He (2017) conducted a study on the effect of pair microteaching on EFL (English as a foreign language) student teachers' professional learning. The result showed that pair micro-teaching gave benefits to student teachers' awareness of the difficulty of teaching, especially in selecting the design of teaching despite the limited opportunity to practice.

C. Peer Teaching as a Teaching Training in Education

Kavanoz & Yüksel (2010) conducted a study on peer-teaching technique in student teacher development which studied student teachers who had enrolled in a methodology course in Turkey. The participants viewed peer-teaching as a technique which presents new teaching techniques and styles, enables them to learn by doing, helps them to recognize the importance of how to engage the learners (eye contact, use of body language), creates awareness of how to teach, improves their teaching practice, helps them in gaining their confidence in teaching.

Cornwall (1980) as cited in Stigmar (2016) stated that peer-assisted learning is successful because the peer-teacher and students share an equal prior knowledge which allows the peer-teachers to use language in their own way which is appropriate with their students. When the student teachers teach their peers, the process of teaching and learning could be a platform

for both the teacher and students to learn. The teacher could practice teaching and the students could see, reflect, adapt, and learn from their peers' teaching practice for their future teaching practice.

According to Stigmar (2016), peer teaching has proved to be beneficial for teacher as well as students because of improved interaction. Peer teaching allows student teachers to develop a sense of communication and students to be responsible for their learning. Since the peer teacher and peer students are on the same level, it would increase the engagement among the teacher and the students, create a comforting teaching and learning activity where the students can ask the peer teacher any questions that they would not have asked the lecturer in the regular class setting. In addition, the peer teacher could practice by implementing their knowledge about materials and theories they have learnt through peer teaching with a similar education and experience level with the students. Thus, the peer teacher could anticipate and learn more about the strategy due to the teaching practices.

Research on teachers' beliefs has contributed to a new understanding of teachers' thinking and meaning-making regarding the contents, learners, their position as a teacher, and their development (Skott, 2014). In addition, Pajares (1992) stated that research on educational and philosophical pre-service teachers' beliefs could help to reveal how they interpret and define the objective and curricular of teachers' education programs. Thus, this research which aimed to investigate the student teachers' beliefs on a peer

teaching project in Reflective Micro-teaching class may contribute to how student teachers are defining and interpreting their thinking regarding a teaching training (i.e. peer teaching project) they were conducted for their professional development