

An Exploration of Indonesian EFL Trainee Teachers' Beliefs and Their Teaching Practice about Facilitating Learners' Willingness to Communicate (WTC)

Submitted by Funny Amalia Sari to the University of Exeter as a thesis for the degree of Doctor of Education (EdD) in Teaching English to Speakers of Other Languages (TESOL), September 2018.

This thesis is available for Library use on the understanding that it is copyright material, and that no quotation from the thesis may be published without proper acknowledgement.

I certify that all material in this thesis which is not my own work has been identified and that no material has previously been submitted and approved for the award of a degree by this or any other University.

(Signature)

This page intentionally left blank

Abstract

The main purpose of this research is to investigate the beliefs of trainee teachers regarding generating English language learners' Willingness to Communicate (WTC), the relationship between their beliefs and practice and the influence of teaching practicum to their beliefs. This study took place in the Indonesian context in which EFL trainee teachers' belief-practice relationships regarding learners' WTC is still an understudied domain. Thus, this study was designed to fill this gap in current research. Three Indonesian EFL trainee teachers participated in this study during their teaching practicum. The study is within an Interpretive paradigm and utilizes a case study approach. Methods of data collection included classroom observation and semi-structured interviews. The findings showed that trainee teachers' learning experience significantly influenced their beliefs and governed their teaching. Some of the trainee teachers' beliefs were clearly manifested in their actual teaching (e.g. using explicit approaches particularly in teaching grammar). Other beliefs (e.g. creating interactive classroom activities) were not demonstrated. Several intrinsic factors such as trainee teachers' English proficiency level and confidence, and extrinsic factors such as large class size and students' responses were found to affect the relationship between trainee teachers' beliefs and practice. Most of their beliefs (e.g. learners' language knowledge as the key factor to communicate in English) remained unchanged after the practicum. Other beliefs, such as the need to use English and BI proportionally were not enacted in their teaching practice during the classroom observations. This study provides important implications for initial English language teacher education programmes, teacher professional development and for the field of teacher cognition and WTC.

Acknowledgments

اَلْحَمْدُ لِلّٰهِ رَبِّ الْعَالَمِيْنَ

Al-hamdu lillahi rabbil 'alamin

"All the praises and thanks be to Allah, the Lord of the 'Alamîn"

First of all, I would like to express my deepest gratitude to my parents: my late father Murtalam and my mother Uun Kurniasari for their endless prayers, unconditional love and constant support. Words are not enough to express my gratitude to them. A heartfelt 'thank you' note goes to my beloved sister and best friend Novie Murdianasari for always encouraging me. I am also indebted to the late Utje Choeriah Suganda for her support and encouragement. I also wish to thank Nasir Achmad and family and M. Chundori and family.

I would like to thank Dr. Susan Riley for her guidance, continuous support, constructive and insightful feedback. Without her guidance, this thesis would have not been possible.

I also thank my sponsor, Indonesia Endowment Fund for Education (LPDP Republik Indonesia) for providing me with the scholarship and support to study at the University of Exeter. I am grateful to the government of Regency of Kuningan for granting me the permission to study, the government of West Java Province for supporting my endeavors to take up the scholarship and all IELTS class teachers at IEDUC Bandung for their guidance and hospitality.

I am thankful to the participants of this study for their enthusiasm and cooperation. I am also grateful to Aprianto BN for his invaluable assistance in connecting me with the participants. My gratitude also goes to the school headmaster, all English teachers and the students of Year 10 at the practicum site for the warm welcome and support during my fieldwork.

I would like to especially acknowledge my dear friend Dewi Nuraini and her family for always encouraging and cheering me up throughout my doctorate journey. My special thanks also go to my friends Hasnul Djohar (and family), Halit Taylan, Oliver Yi, Erna Oktriana, Yohanes Toto, Rini Megawati and Tatiek Ratna Mustika. My gratitude also goes to Matthew Lawrence for proofreading this thesis. I also thank Dr. Sonya Suganda for motivating me.

Thanks also go to family and friends who are not mentioned here for their prayers and support.

Table of Contents

Abstract	3
Acknowledgements	4
Table of contents	6
List of figures	9
List of pictures	9
Abbreviations	10
Chapter One: Introduction	11
1.1. Nature of the Problem	11
1.2. Rationale for study	12
1.3. Significance of the study	14
1.4. Aims and research questions	15
1.5. Organization of the thesis	16
Chapter Two: Context of the Study	17
2.1. An overview of Indonesia	17
2.2. An overview of Indonesian education sector	18
2.3. An overview of ELT in Indonesia	20
2.4. An overview of initial English language teacher education (IELTE) in Indonesia	22
Chapter Three: Literature Review	25
3.1. Teachers' beliefs	25
3.1.1. Defining beliefs	25
3.1.2. The sources of trainee teachers' beliefs	27
3.1.2.1. Learning experience	27
3.1.2.2. Initial English language teacher education programme (IELTEP)	29
3.1.2.2.1. Teaching practicum	32
3.1.2.2.2. Reflective practice	35
3.1.3. Relationship between beliefs and practice	38
3.1.3.1. Teachers' core and peripheral beliefs	39
3.1.3.2. Contextual variables	40
3.1.3.3. Student-related factors	41
3.1.3.4. Teachers' intrinsic factors	42
3.1.3.5. Research-related factors	43
3.2. Willingness to Communicate	45
3.2.1. The foundations of WTC	45
3.2.2. WTC in second and foreign language	46
3.2.2.1. The heuristic model	48
3.2.2.2. Revisiting the pyramid model	53

3.2.2.3. Indonesian EFL learners' WTC in the classroom	58
3.2.3. Studies on the influences of teacher-factors	62
3.3. Summary	66
Chapter Four: Research Design	69
4.1. Research Paradigm	69
4.2. Research methodology: The case study	71
4.3. Research Participants	74
4.4. Research Tools	76
4.4.1. Classroom Observations	76
4.4.2. Interviews	77
4.5. Gaining access to the research context	84
4.6. Data collection procedure	85
4.6.1. Pilot interview	86
4.6.2. Preliminary interview (PI)	86
4.6.3. Classroom observation (CO)	87
4.6.4. Stimulated recall interview (SRI)	88
4.6.5. Students group interview (SGI)	89
4.6.6. Follow-up interview (FUI)	90
4.7. Ethical considerations	90
4.8. Data analysis	92
4.8.1. Getting familiar with the data	93
4.8.2. Generating initial codes	94
4.8.3. Searching for the themes: reviewing, defining and naming themes	95
4.8.4. Producing the report	96
4.9. Role of the researcher	96
4.10. Challenges and Limitations	97
4.11. Trustworthiness and credibility	99
Chapter Five: Findings and Discussion	101
5.1. Findings of the study	101
5.1.1. The trainee teachers' espoused beliefs about encouraging students' WTC	102
Case 1 : Hira	103
Beliefs about teaching approach	103
Beliefs about teacher's personality, tasks and roles	105
Beliefs about the use of BI and English	106
Beliefs about teaching materials	106
Case 2: Radien	107
Beliefs about teaching approach	107
Beliefs about teacher's personality, tasks and roles	108
Beliefs about the use of BI and English	108
Beliefs about teaching materials	109
Case 3: Novie	110

	Beliefs about teaching approach	110
	Beliefs about teacher's personality, tasks and roles	111
	Beliefs about the use of BI and English	112
	Beliefs about teaching materials	112
5.1.2.	The trainee teachers' actual teaching practice	113
	Case 1 : Hira	113
	The warm-up stage	113
	The explanation stage	116
	The practice stage	120
	Case 2 : Radien	126
	The warm-up stage	126
	The explanation stage	128
	The practice stage	130
	Case 3 : Novie	135
	The warm-up stage	135
	The explanation stage	135
	The practice stage	139
5.1.3.	The trainee teachers' post-practicum stated beliefs	141
	Case 1 : Hira	142
	Prevailed, strengthened and elaborated beliefs	142
	Pseudo beliefs	143
	Rejected beliefs	143
	New beliefs	143
	Case 2 : Radien	144
	Prevailed, strengthened and elaborated beliefs	144
	New beliefs	145
	Case 3 : Novie	146
	Prevailed, strengthened and elaborated beliefs	146
	New beliefs	147
	Pseudo beliefs	148
5.2.	Discussion of the findings	148
5.2.1.	The factors contributing to the trainee teachers' initial stated beliefs construct	149
5.2.2.	The relationship between the trainee teachers' espoused beliefs and their practice	151
	5.2.2.1. Enhancing students' linguistic knowledge	152
	5.2.2.2. Providing sufficient opportunities to communicate in English	155
	5.2.2.3. Building rapport and supportive classroom environment	157
	5.2.2.4. Using BI and English proportionally	159
	5.2.2.5. Presenting interesting course materials	160
5.2.3.	The influences of the teaching practicum to the trainee teachers' beliefs	163

Chapter Six: Conclusions	166
6.1. Summary and key findings of the study	166
6.2. Limitations of the study	168
6.3. Implications and recommendations	169
6.3.1. Recommendations for teacher education institutions	170
6.3.2. Recommendations for future research	172

Appendices

Appendix 1: The form of application for ethical approval	175
Appendix 2: Certificate of Ethical Approval	194
Appendix 3: The schedule of the fieldwork	195
Appendix 4: The overview of the participants' classroom activity	198
Appendix 5: Transcript of preliminary interview	200
Appendix 6: Classroom observation checklist	211
Appendix 7: Transcript of stimulated recall interview	214
Appendix 8: Transcript of student group interview	229
Appendix 9: Sample of data analysis	238
Appendix 10: Sample of list of themes, sub-themes and key information	243
Appendix 11: The list of themes and sub-themes	246
Appendix 11: The overview of relationship between the stated beliefs and actual practice	248
Appendix 12: The influential factors to the consistency and inconsistency of espoused beliefs and practice	249
	254

References

List of Figures

Fig. 1 Practitioner research	37
Fig. 2 MacIntyre et al's (1998) Pyramid Model	48
Fig. 3 Wen and Clément's (2003) Model	55
Fig. 4 Data collection procedure	85

List of Pictures

Picture 1 : Map of Indonesia	17
Picture 2: The Powerpoint display 1 (Radien, CO 2)	129
Picture 3: The Powerpoint display 2 (Radien, CO 2)	130
Picture 4: The pattern of the simple present tense (Novie, CO 1)	138

Abbreviations

BERA	:	British Educational Research Association
BI	:	Bahasa Indonesia
CA	:	Communication apprehension
CO	:	Classroom observation
EdD	:	Doctor of Education
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
FUI	:	Follow-up interview
HEI	:	Higher education institutes
IELTEP	:	Initial English language teacher education programmes
ITE	:	Initial teacher education
Kurtilas	:	Kurikulum 2013 (2013 Curriculum)
L1	:	First language
L2	:	Second language
PI	:	Preliminary interview
SPCC	:	Self-perceived communicative competence
SRI	:	Stimulating recall interview
SGI	:	Students group interview
WTC	:	Willingness to Communicate

CHAPTER ONE: INTRODUCTION

1.1. Nature of the problem

In an era of globalization, English has become a primary means of international communication, trade, diplomacy and transfer of knowledge and information. In an attempt to cope with the ubiquitous spread of English, many non-English speaking countries support and encourage their citizens to learn the language so that they are able to compete and perform well in numerous international realms such as industry, trade, diplomacy, and science (Kachru and Smith, 2008, p. 178). This also applies to the Indonesian context where English is a major foreign language. The Indonesian government has established English as a compulsory subject in junior high and high schools (equivalent to British secondary school) as stated in the School-based Curriculum (KTSP or 2006 Curriculum) and the 2013 Curriculum (Kurikulum 2013 or *Kurtilas*) which are now applied simultaneously in the country. The main goal of setting English as one of the compulsory subjects is to develop and improve students' skills to communicate, both written and spoken, in the language so that they possess a good English level proficiency commensurate with the world's standard and thus they are able to take an active part in a global community.

The six years of compulsory English learning at school, however, have not reached the satisfactory result. A lack of communicative features in most English language classes in Indonesia is one of the reasons for Indonesians' low level of proficiency. The classes are heavily dominated by prescriptive explanation, brief question and answer phases and occasional choral chanting (Sadtono et al, 1996, cited in Lamb, 2007). Teachers seem to perceive that their main roles are merely 'to effectively transmit facts or processes, explain the what, why and where of the subject matter, and present new knowledge' (Wang, 2010, p.9); while students passively wait for knowledge to be transferred and follow the instructions to do mechanical exercises. It is likely that the whole series of teaching and learning activities is dedicated to preparing their students for periodic tests

and high-stakes exams. Due to the absence of opportunities to interact in English, many students are unable to effectively deliver and express their questions, fail to deliver ideas and opinions, and to initiate and carry out a conversation.

To a large extent, providing sufficient opportunities to talk is crucial to improve learners' English language fluency and develop their self-confidence to interact in the language. However, the available opportunities can only be turned into a communicative practice if learners utilize the opportunities. MacIntyre, Dörnyei, Clément and Noels (1998) coin the term Willingness to Communicate (WTC) to refer to the readiness of language users to initiate and engage in a discourse using their target language. They further suggest that the main purpose of second or foreign language teaching should be to create WTC during the learning process. Ellis (2008) points out students who have a high level of WTC are likely to use opportunities to interact in their target language and have a greater potential to possess communicative competence.

MacIntyre et al.'s (1998) heuristic pyramid-shaped model implies the impacts of the teacher on learners' WTC. Similarly, Wen & Clément's (2003) model also suggests that teachers can positively or negatively influence learners' WTC. Considering the significant impact of teacher factors, it is necessary for teachers to understand the construct of WTC, particularly supporting and hindering factors to their learners' WTC. In this way, they are able to plan their teaching accordingly and more effectively to produce competent English language speakers.

1.2. Rationale for study

Previous studies (e.g. Wen and Clément,2003; Peng,2007; Cao,2011, MacIntyre and Legatto, 2011) indicate that teacher factors, including teachers' attitude, involvement, and teaching style, significantly affect learners' involvement and WTC both positively and negatively. Despite the constructive insights offered by previous studies, surprisingly, the impacts of teacher factors on learners' WTC have not been thoroughly

researched. Within Indonesia EFL context, in particular, studies about learners' WTC are still scarce and previous empirical studies mainly focus on examining university students' WTC (e.g. Muamaroh & Prihartanti, 2013; Wijaya & Rizkina, 2015; Ariati & Suwarno, 2017).

Taking a different perspective, I decided to involve trainee teachers who are undergoing their teaching practicum and have little or no experience. The present study investigated their beliefs and practice related to learners' WTC for two main reasons: first, as a teacher educator, I found it is crucial to investigate their beliefs about this issue since their beliefs function as a filter of information they obtain during their training programme. This will strongly affect their instructional practices, decision making and classroom interactions. As Borg (2009) points out:

'We cannot properly understand teachers and teaching without understanding the thoughts, knowledge, and beliefs that influence what teachers do. Similarly, in teacher education, we cannot make adequate sense of teachers' experiences of learning to teach without examining the unobservable mental dimension of this learning process' (p. 163)

Thus, influential factors to trainee teachers' beliefs formation about learners' WTC and the possible matches or mismatches between their beliefs and actual practice need to be addressed to understand their instructional decisions and for further evaluation.

In terms of the second reason for conducting this study, it has already been acknowledged that studies investigating teachers' beliefs in facilitating their students' WTC and the relationships between these beliefs with their actual teaching practice are still extremely scarce. One of the most recent studies on this topic was conducted in a second language context in New Zealand involving experienced teachers (Vongsila and Reinders, 2016). To investigate further, the present study aims to delve deeper into this issue by involving trainee teachers to investigate their beliefs, examine the relationships between their stated beliefs and practice during practicum, and find out the influences of practicum to their beliefs. This study will shed light on the aspects of trainee teachers' beliefs regarding their learners' WTC and their practice particularly within an EFL context. It will also be of significant value as this will provide insights into trainee

teachers' cognition and enhance the process of teaching and learning conducted at initial English language teacher education programmes (IELTEPs).

Besides being motivated by the above-mentioned professional considerations, the focus of this study was also strongly motivated by my personal experience. As an Indonesian who studied and then taught English, I observed that learners showed different attitudes and responses towards communicating using English within the classroom context. On the one hand, some students were willing to use opportunities to communicate in English and to initiate conversations regardless of their level of fluency. On the other hand, a significant proportion of students remained reluctant to speak in English although they had a good level of proficiency. From my observations and the learners' answers to my questions, it could be identified that lack of language knowledge, fear of negative responses -especially from peers and the perception that English was a difficult subject were among the reasons for my friends and students' passivity during English lessons. In addition to that, lack of immediate need to use English outside the classroom also demotivates Indonesian learners.

An article titled 'Conceptualizing Willingness to Communicate in an L2: A Situational Model of L2 Confidence and Affiliation' written by MacIntyre, Dörnyei, Clément and Noels (1998) which I read in my first year of the EdD programme helped me understand the reasons for different behaviours manifested by my classmates and my students towards English learning. This topic has become of special interest to me since then and I believe that studies on this topic might enhance teachers' understanding about their students' learning behaviour and improve their teaching.

1.3. Significance of the study

Investigating Indonesian trainee teachers' beliefs and practice regarding learners' WTC is important for several reasons. First, the findings of this study will contribute significantly to the literature of trainee teachers' beliefs about EFL learners' WTC in

English and their practice, especially within an Indonesian EFL context. Second, the study may contribute to the improvement of the teaching quality in teacher education institutions and of ELT teacher educators. The findings of this study will provide samples of trainee teachers' beliefs about facilitating learners' WTC and the extent to what these beliefs are reflected in their practice. Drawing upon the results of this study, it is expected that institutions and teacher educators will take the initiative to address their students' beliefs, identify and challenge them so that detrimental beliefs could be changed to improve ELT in Indonesia. Finally, the present study might serve as a resource and reference for further study on teachers' beliefs about L2 WTC.

1.4. Aims and research questions

The objectives of the investigation are to understand trainee teachers' beliefs about learners' WTC and the elements that form their beliefs. The investigation also aims to explore the extent to which trainee teachers' beliefs are manifested in their practice. The study then looks into the possible changes of their beliefs after the internship and the influential factors affecting the changes. In order to investigate these aims, this research is guided by three research questions as stated below:

1. What are the trainee teachers' espoused beliefs about developing EFL learners' Willingness to Communicate?
2. To what extent do their espoused beliefs inform their practice?
3. To what extent does the teaching practicum influence their beliefs?

It is expected that the results will provide fine-grained analysis that promotes better understanding about teachers' beliefs particularly regarding WTC construct which will contribute to the improvement of ELT in Indonesia.

1.5. Organization of the thesis

Following the introduction to the thesis, Chapter 2 explains the Indonesian EFL context covering general information about Indonesia and its education sector.

Chapter 3 presents the theoretical framework addressing two interlinked areas of this study: teachers' beliefs and practice and learners' willingness to communicate (WTC).

Chapter 4 elaborates an account of the research design underpinning this study.

Chapter 5 provides detailed analysis and interpretation of the data, followed by the discussion of the key findings which addresses the research questions in the light of literature. And, finally, Chapter 6 presents the conclusion.

CHAPTER TWO: CONTEXT OF THE STUDY

This chapter presents an overview of the context. The first part provides a brief explanation of the study context, Indonesia, followed by an overview of the ELT sector in the country.

2.1. An overview of Indonesia

Indonesia is the largest archipelago country situated in Southeast Asia, between two oceans (the Indian and the Pacific) and two continents (Asia and Australia) covering a total area of 1.9 million km². The country consists of more than 16,000 islands and 922 of them are permanently inhabited, administratively divided into 34 provinces.

Picture 1: Map of Indonesia



The huge geographical area has resulted in highly diverse of cultures and languages. There are 1,000 different ethnic and sub-ethnic groups and around 730 languages are identified with estimation of 719 languages which are considered as living languages (Nuh, 2011). Lie (2007) explains that there are four main language categories in

Indonesia: first, the regional vernaculars which function as the first language for most Indonesians; second, the official language, Bahasa Indonesia, that unifies the widely diverse Indonesians; third, the mixture of standard Indonesian and a local language which is commonly used in casual conversations, and fourth, foreign languages in which English is the major foreign language in the country. Thus, most Indonesians are bilingual, speaking their regional language as their mother tongue and Bahasa Indonesia as their second language. For these people, English can be their third language. For Indonesians who speak Bahasa Indonesia as their first language, English can be their second language. Thus, this thesis does not use the terms L1 and L2 to refer to Bahasa Indonesia and English, but it uses the abbreviation of Bahasa Indonesia, BI, and English as it is.

Furthermore, with the country's population of more than 250 million as per June 2016, Indonesia is the fourth most populous country in the world after China, India and the USA and the most densely populated part of the country is Java Island in which the capital city, Jakarta, is located. Since more than 80% of the population is Muslim, Indonesia is the country with the largest Muslim population in the world. The state also officially recognizes other religions: Protestantism, Catholicism, Hinduism, Buddhism and Confucianism.

2.2. An overview of the Indonesian education sector

The Indonesian education system is the third largest in Asia and the fourth largest in the world. In 2014, The World Bank recorded over 50 million students and 2.6 million teachers in more than 250,000 schools. The school system is divided into three levels: *sekolah dasar* or primary level (Year 1-6), *sekolah menengah pertama* or junior secondary level (Year 7-9) and *sekolah menengah atas* or senior secondary level (Year 10-12). The first and second levels are considered as 'basic education'. 80% of these schools are government-run schools but the private sectors also play a significant role in Indonesian education system. Most of the private schools are religious-based schools

and dominated by Islamic, Catholic and Christian schools. It should be noted that Indonesians often use the terms Christian and Protestant interchangeably; therefore, Christian schools refer to Protestant schools. All secular schools are under the responsibility of the Ministry of Education and Culture; while all religion-based schools are administrated under the Ministry of Religious Affairs. Additionally, there are four types of institutions within Indonesian higher education system namely university, academic, polytechnic and institutes. Similarly, government and private sectors administer either secular or religion-based higher education institutions (HEIs).

To ensure the quality of HEIs, the government through the Ministry of Research, Technology and Higher Education of the Republic of Indonesia established a quality assurance agency, The Indonesian National Accreditation Agency for Higher Education (Badan Akreditasi Nasional Perguruan Tinggi - BAN PT) in 1994. The accreditation is awarded based on seven criteria of quality assurance adopted from the European Foundation of Quality Management and Malcolm Balridge's Model:

1. Vision, mission, objectives and strategy;
2. Governance, leadership, management and quality assurance system;
3. Students (including students affairs) and graduates;
4. Human Resources Management (Faculty and staff members);
5. Curriculum, learning approach and processes, and academic atmosphere;
6. Finance, facilities & infrastructures, and information/ICT management, and
7. Research, community services and collaborations

The total score obtained by a HEI determine the accreditation level awarded by the agency. There are three categories of accreditation:

1. A (Very Good) with a score between 361-400;
2. B (Good) with a score between 301-360;
3. C (Fair) with a score between 200-300

Only 68 HEIs have been accredited A of total 1,500 accredited HEIs and around 4,500 HEIs have not yet been accredited as per March 2018.

2.3. An overview of ELT in Indonesia

Unlike in its neighbouring countries, such as Malaysia and Singapore where English is the second language and widely spoken on a daily basis, the occasions in which English is required to be used are limited in Indonesia. For most English language learners in the country, language class is commonly the only place to learn and practise the language. Unfortunately, the quality of English language teaching in Indonesia is still far from satisfactory (Dardjowidjojo 2000, Madya, 2002; Widiati and Cahyono, 2006; Kirkpatrick, 2007, 2012). Very few high school graduates are able to communicate using the language despite the years of learning (e.g. Madya,2002; Nur, 2003). Dardjowidjojo (2000) notes that people who have a good command in English are likely to have had the opportunity to study the language outside of school at private courses or use the language constantly outside the classroom, for example, to communicate with their family members. Previous studies (Alwasilah, 2001; Adnan, 2006 cited in Kirkpatrick, 2007; Lamb, 2007; Lie, 2007; Toi, 2010; Soepriyatna, 2012) have identified some constraints in the efforts of improving English language learners' proficiency. Inadequate educational resources such as English teachers and audio-visuals teaching aids were noted, especially in remote areas. In terms of delivery, large class sizes of more than 40 students were highlighted as common in many government-run public schools and limited hours allocated for English subject at school were considered problematic. Students' diversity in terms of intellectual capability, social and cultural background and motivation require careful management. As for teachers' professional development, a lack of support to improve teachers' capabilities demonstrated by policymakers is also a serious problem (Yuwono & Harbon, 2010).

Although students are aware of the long-term benefits of having a good level of English proficiency, many of them do not seem to be intrinsically motivated. It is likely that many

of them learn English only to reach a certain grade to pass and do not aim to acquire communicative skills. My experience as an English language teacher also indicates that some of them found English was a difficult subject which often hindered their motivation to learn.

Motivation to learn English among Indonesian students may vary considerably. Lamb's (2012) study reveals that students in metropolitan and urban areas have more L2 self-motivation than those who study in schools in rural areas due to a number of factors such as support from family and future aspirations. The study also suggests significant influences from teachers on students' learning motivation. Additionally, Bradford (2007) found that Indonesian university students might keep themselves motivated as they had instrumental motivation, such as to understand textbooks in English, to work in international companies or abroad.

Furthermore, some authors (e.g. Lengkanawati, 2005, 2016; Marcellino, 2008; Soepriyatna, 2012) also report that many Indonesian English language teachers still possess insufficient English language skills, pedagogical and professional competence. Consequently, they experience difficulties in teaching and/or communicating in the language. This condition was also admitted by the then Minister of Education, Muhammad Nuh, in 2012. He pointed out the low result of teacher competency test which indicated inadequate skills of English teachers in secondary schools when using English for communicative purposes. He used an example of an English teacher who was only able to say the basic greeting in English 'how are you?' and the reply 'I am fine. Thank you'. Since teachers certainly play a crucial role in enhancing the quality of education, their low performance can lead to a negative impact on the quality of English language teaching in the country. Although competence alone is not sufficient to become a professional teacher, it should be underlined that being competent is a primary requirement in order to be professional (Davies and Ferguson, 1998). This condition undoubtedly raises some questions, one of which is about the effectiveness of courses offered by teacher training they attended prior to their service. Although there have not been many empirical studies investigating EFL teacher education, particularly

in Indonesia, the unsatisfying results of the EFL teaching process, in general, may be an indication that programs offered by many teacher education institutions in the country have not met the expected standard yet.

2.4. An overview of initial English language teacher education programme (IELTEP) in Indonesia

In line with endeavours to improve the quality of the teaching sector, the government of Indonesia has revised the national curriculum ten times since the country's independence and issued several policies, including Law no. 14 in 2005 concerning teachers and lecturers. This Law confirms teaching as a profession which aligns teachers with other professions in medicine or law. According to Article 1 Section 4 of this Law, the term 'profession' refers to a job or an activity carried out by someone as a source of income that requires skills and finesse to meet certain quality standards or norms and be obtained through professional education. This Law specifically defines teachers as professionals whose jobs include educating, teaching, guiding and evaluating students at all levels of education. The Law also mandates teachers to demonstrate four competencies: namely, pedagogical, personal, social and professional competences. Pedagogical competence refers to understanding students, understanding, planning and delivering the lesson, establishing a conducive learning environment, planning and conducting students' evaluation and facilitating students' potentials development. Personal competence includes being a role model for students by demonstrating good character. Social competence refers to a teacher's ability to maintain relationships with students and their parents or guardians, school personnel and the community. Professional competence refers to a teacher's subject knowledge and strategies to deliver it effectively. For EFL teachers, in particular, the professional competencies include grammatical, linguistic, discourse and sociolinguistics. Teachers are also required to be able to use English for communication purposes, in both written and spoken forms. As a consequence, teacher training institutes are challenged to

enhance the quality of courses they offer to educate and to develop pre- and in-service teachers' competencies.

Indonesian EFL teacher training programmes, however, still struggle to improve the quality of the courses they offer and their graduates. Many trainee teachers are unable to meet the expected standards of competencies after four years of studying and undertaking their teaching practicum. Wiyati's (2014) study involving some Indonesian student teachers in their final year reveals some striking findings. The trainee teachers still demonstrate an unsatisfactory level of knowledge of teaching techniques, teaching strategy and students' evaluation. They are still unable to display the necessary characteristics to facilitate learning and perform professional work. The author also found out that the participants possess insufficient English proficiency. These problems emerge due to numerous factors such as a lack of standardization in terms of requirements, procedures for teacher candidates' admission and curricular emphases. This means that the level of graduates' competencies can often fall short of the desired outcomes (Zeichner & Conclin, 2005; Luciana, 2006). Indeed, trainee teachers' lack of some primary components, such as language proficiency and motivation, even before entering training programmes (Kuswandono, 2014; Koesoemo & Shore, 2015). They may also face a lack of supports from the schools during their teaching internship (Luciana, 2006). Therefore, in order to create quality teachers and competitiveness among teacher candidates, numerous authors offer suggestions. Muthim (2013) and Kuswandono (2014) argue that the improvement should begin by reforming the admission requirements and vetting process. Muthim (2013) suggests the selection process should require applicants to design lesson plans and teach in an actual class using the lesson plan. Kuswandono (2014) also focuses on teacher aptitude by proposing that the selection process should include examining the motivation of teacher candidates. During the actual training, Madya (2009) emphasizes the importance of ITE institutions in terms of offering engaging and inspiring contents that motivate trainee teachers to learn during their training, help them develop their teaching efficacy and foster positive attitudes towards professional development. Putri (2014), having considered the constraints within the context, rightly suggests that a suitable curriculum

for the teaching practicum should be established to bridge trainee teachers' knowledge and the actual teaching practice. This is in line with Fahrany's (2014: p. 11) proposal that ITE institutions should develop a curriculum that contains knowledge about learners, scientific disciplines as a body of knowledge and as a way of knowing, learning theories and strategies, and working with evaluation system. She further adds that the ITE curriculum needs to promote the development of 'competence in the management of a teaching learning program' and 'capability of developing a teaching learning program'. Finally, more empirical studies on the nature of Indonesian teacher education and student teachers need to be conducted to enhance our understanding and provide suggestions for improvement.

Having now clarified the context in this study, the thesis will go on to examine in detail the literature relevant to the areas of research, namely beliefs and Willingness to Communicate (WTC).

CHAPTER THREE: LITERATURE REVIEW

This chapter reviews the literature relevant to the present study. The first part of this chapter discusses the proposed terminology and definitions of 'beliefs', then examines how trainee teachers' beliefs are formed. The relationships between teachers' beliefs and practice are also discussed. The second part provides a review of relevant literature in the field of willingness to communicate (WTC).

3.1. Teachers' beliefs

The first part of this chapter offers an overview of the nature of teacher's beliefs. It begins with my attempt to look at several definitions of beliefs within the literature, followed by a discussion about influential elements which are inextricably linked to the teachers' beliefs construct -namely learning experience and teacher education programme. The third part reviews the relationships between teachers' beliefs and practice.

3.1.1. Defining Beliefs

Although beliefs have been recognized as crucial elements, particularly in the teacher and teaching sector, the term 'beliefs' remains problematic due to confusing terminology and unclear definitions. In general, beliefs have been acknowledged as 'an overwhelming array of concepts' (S.Borg, 2006, p. 35), a difficult concept to define in clear, concise ways as a construct that can be paradoxical (Pajares, 1992; Kane, Sandretto, Heath, 2002; Mansour, 2009). The complexity in formulating the terminology is due to two main causes: first, this concept is used in different fields of study, including psychology and education, in which it is defined differently ranging 'from the superficial and idiosyncratic to the profound and theoretical' (Kagan, 1990, p. 456; S.Borg, 2011; Basturkmen, 2012); and second, a number of identical terms are defined differently or vice versa, different terms are used to refer to similar concepts (S.Borg, 2006, p. 35).

The proliferation of terms is because each term proposed in the discussion of beliefs represents a part of the conceptual area that is specifically and uniquely developed and internalized within an individual, which means others might not share the exact same concept although the same term is used. In this sense, Pajares (1992) contends that beliefs 'travel in disguise' and are 'often under alias' (p.307, 309), including attitudes, conceptions, values, ideologies, opinions, perceptions, perspectives, a repertoire of understandings (Pajares, 1992; S.Borg, 2006, Busch, 2010). It should be noted, however, the decision to use one particular term or more interchangeably in a study should not discriminate other terms. As Nespor (1985) states 'there is no assertion of a claim for priority in the use of the term 'beliefs', nor does it seem useful to try to explicitly differentiate the use of the term here from the uses of the term in other bodies of research' (p.10)

Despite the growing interest in researching teachers' beliefs, it has been clearly seen that there is no consensus in defining this term so far. Pajares (1992) contends that formulating the definition of beliefs is 'at best a game of player's choice' (p.309) which means authors may conceptualize 'beliefs' based on their personal understanding in order to provide a clear framework of the focus under their study. In the field of ELT, Nishino (2012, p.380) and Kalaja and Barcelos (2013, p.1) understand that beliefs are teachers or learners' 'opinions' and 'ideas' about teaching or learning an SL or FL that can be formed due to their interactions with their teaching or learning context. According to S.Borg (2011, p.371), beliefs are considered 'to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change" (p.371). In addition to that, Kumaravadivelu (2012) postulates that beliefs 'govern one's thoughts, words, and actions' (p.60). Taking the opportunity to choose the terms to be employed and defined, this study will use several terms such as 'perceptions' and 'cognition' beside the term 'beliefs' interchangeably throughout the thesis. As suggested by previous studies, the study maintains that these terms refer to teachers' opinions and ideas about learning and teaching of SL or FL which are

personal, contextually based and powerfully guide teachers' thinking and teaching practice.

3.1.2. The sources of trainee teachers' beliefs

According to constructivist theory, student teachers do not enter the teacher training programme as *tabula rasa* or empty vessels. They bring their established preconceptions, personal beliefs and expectations about language learning and teaching profession (Lortie, 1975; S.Borg, 2003b; Phipps & Borg. S., 2007). A number of studies (Virta, 2002; Mattheoudakis, 2007; Phipps & S.Borg, 2007; Zheng, 2009; Akbari & Dadvand, 2011; Borg. S., 2011) argue that pre-existing beliefs powerfully influence trainee teachers' cognition throughout their period of learning and teaching practice. Tsui (2003) identified five influential factors to the development of teachers' beliefs: learning experience, or 'apprenticeship of observation' (Lortie, 1975), academic background, teaching experience, personal life experience and professional education. The following parts discuss two main sources relevant to student teachers' initial teaching beliefs: learning experience and ITE as their professional education.

3.1.2.1. Learning experience

Unlike high school graduates who enter medical or law school (M.Borg, 2004), those who choose teacher education programme arrive to it with a set of established preconceptions and personal beliefs about language learning and the teaching profession (Lortie, 1975; S.Borg, 2003; Mattheoudakis, 2005; Phipps & S.Borg, 2007). As it is generally acknowledged, trainee teachers have spent a certain period of time learning at school as pupils 'observing and evaluating professionals in action' (M.Borg, 2004, p. 274) before they attend teacher education. A body of literature I examined in this study suggests trainee teachers' extensive experience as language learners indeed form the basis of their pre-existing beliefs (e.g. Virta, 2002; Busch, 2010; Karavas & Drossou, 2010; Fleming, Bangou & Fellus, 2011; Debreli, 2012). Various images of

positive and negative teaching practices performed by their teachers, which they were consciously or unconsciously exposed to, developed 'implicit episodic memories' (Schramm-Possinger, 2016, p.75). As Britzman (2003) succinctly states

“The mass experience of public education has made teaching one of the most familiar professions...Implicitly, schooling fashions the meanings, the realities, and experiences of students; thus, those learning to teach draw from their subjective experiences constructed from actually being there” (p. 27)

The length of time they spent as learners might develop trainee teachers' sense of 'familiarity' with teaching practice and profession and influence their decision to become teachers; however, it does not contribute to their pedagogical knowledge. Student teachers enter the teaching professions with vague concepts of teaching practice and the profession which are often falsely taken as teaching guidelines (Mahlios, Shaw & Barry, 2010, p.62). It might be possible for them to tell types of classroom activities they like, but it is most likely that they could not articulate the contextual background, advantages or disadvantages of the activities. This is because what students see during their learning period is an incomplete picture of the teaching profession. They do not have access to their teachers' work 'behind the screen', such as teaching preparation and post-mortem analyses, which makes them unable to obtain a complete view of teaching and place the teacher's actions in 'a pedagogically oriented framework' (Lortie, 1975, p.62). Student teachers tend to assume that the teaching activities presented by their teachers are the best practice. As an example, trainee teachers might view teaching as a mere process of transferring knowledge as they were exposed to the teacher-centred approach adopted by their teachers. Later, they are likely to adopt the same approach in their own practice and treat learners as passive receivers of knowledge (e.g. limited communicative activities, teacher's domination, students are passive listeners) without being able to provide pedagogical reasoning on their decision to do so. Such misconceptions in conceptualizing and practising teaching might hinder expected improvements and development not only of learners but also of the teachers.

Kennedy (1997) observed that ‘the power of their apprenticeship of observation and of the conventional images of teaching that derive from childhood experiences, makes it very difficult to alter teaching practices and explains in part why teaching has remained so constant over so many decades of reform efforts’ (p. 16).

In contrast with the aforementioned studies, Altstaedler and Falasca’s (2015) study indicates that the ‘years of apprenticeship’ did not exert a strong influence on their participants’ current beliefs. The eight foreign language student teachers who participated in the study claimed that they believed in the effectiveness of the communicative teaching approach which was never adopted by their teachers. The study also suggests that the ITE they attended as well as the literature review they read had powerfully affected the student teachers’ beliefs. The study, however, did not involve classroom observations so there was no evidence provided that the participants’ practice was aligned with their stated beliefs.

Bearing in mind that the efforts to remove prevailing ineffective language teaching require changes in teachers’ beliefs, the role of teacher education programme should play a significant role in helping student teachers to explore, articulate and share their beliefs. When unsatisfactory teaching standards prevail in a context, the role of teacher training programmes, particularly in changing trainee teachers’ detrimental beliefs, is an important area for consideration. The following section moves on to examine theory and research on the influences of IELTEP to student teachers’ initial beliefs.

3.1.2.2. Initial English language teacher education programme (IELTEP)

For more than two decades, a number of scholars have attempted to look into the impacts of teacher education programmes on trainee teachers’ initial beliefs. Several studies indicate that the programmes, to a certain extent, is unable to change trainee teachers’ initial beliefs. For example, Debreli’s (2012) study involving three senior year pre-service teachers in Northern Cyprus confirms that the participants’ beliefs were

stable after the first term of the teacher education programme and their beliefs, which were aligned with what the modules promoted, were stronger. When student teachers' held beliefs aligned with what is promoted by teacher education programmes, they do not see any urgency to challenge their beliefs (M. Borg, 2005; S.Borg, 2011). They use the information they obtain from the IELTEP to support and confirm their beliefs rather than confront them (Mattheoudakis,2007; Karavas & Droussou, 2010). Moreover, when the beliefs are challenged by other teachings, student teachers tend to consider the challenges as too theoretical and lacking in practical value (Kennedy, 1997). As a result, their beliefs are likely to become fixed and difficult to alter after completing their education. In contrast, Li's (2012) study indicates that teacher education programmes have impacts on certain aspects of student teachers' beliefs, thus pointing to the instability of pre-existing beliefs. Her study investigated Fang and Liang, two non-native students of an MA TESOL programme in a UK university. The findings showed that the programme influenced Fang's beliefs about roles of a teacher. At first, she believed in the domination of a teacher, but this belief shifted to learner-centred classroom after attending her Master's course for a few months.

The stability of trainee teachers' pre-existing beliefs can be due to limited time and resources allocated to acknowledge trainee teachers' beliefs (M. Borg, 2005; Inceçay, 2015) since identifying these beliefs is not the main priority of many teacher education programmes. It is likely that many teacher education institutions are not aware of the importance of acknowledgement and reflection on the influence of trainee teachers' years of apprenticeship and their firmly held set of beliefs. Moreover, modules, lectures and classroom/in-campus activities offered by many institutions tend to be superficial in nature and place more emphasis on focus-on-methods training and prescriptive teaching knowledge than 'what it means to be a language teacher' (Farrell, 2006, p.218). Student teachers are often told what to do in their practice without being encouraged to question, let alone challenge, the information. According to S.Borg (2011), some courses may provide opportunities for teachers to recognize and think

about their beliefs, but they do not encourage teacher candidates to confront or challenge these beliefs.

Furthermore, teacher educators play a crucial role in the attempts to change student teachers' beliefs. It is recommended that teacher educators examine accounts of student teachers' beliefs early in the IELTEP to minimize negative influences of learning experience which might obstruct the learning process and professional identity development. However, many teacher educators do not provide the necessary supports and examples which means that their teaching may have limited impact on their students' beliefs. It is likely that they are not familiar with any methods to access student teachers' beliefs since they are not trained to do so or do not have sufficient knowledge on teacher cognition. Additionally, their practice is often inconsistent with what they suggest that their students do; thus, student teachers are not provided with practical examples of the theories. For example, teacher educators promote student-centred teaching approaches in their lectures, but they predominantly adopt the teacher-centred approaches in their practice. Ideally, teacher educators have strong pedagogical and experiential knowledge (Goodwin & Kosnik, 2013); however, it is quite common that the teacher educators obtain their positions only based on their educational background since teaching experience is not the main requirement for the job. Therefore, many of them cannot guide their students to match the theories taught in the IELTEP to the actual practice.

In some contexts, teacher educators are not professionally supported. Opportunities to attend training sessions and other development programmes, or to access books and articles are limited. Goodwin and Kosnik (2013) claim that existing empirical and theoretical literature do not offer sufficient insights into training and educating teacher educators. Thus, it is not easy to develop and improve curricula specifically designed to prepare teacher educators particularly to address trainee teachers' beliefs effectively.

In addition to the content of what is taught in a teacher education programme, both Debreli (2012) and Li (2012) found that practical experience might facilitate prospective teachers' shift or change of beliefs. The following section will further discuss the influence of the teaching practicum to student teachers' pre-existing beliefs.

3.1.2.2.1. Teaching practicum

Teaching practicum is the first opportunity for trainee teachers to put their knowledge and skills gained into actual teaching practice, and raise their awareness of teaching beliefs they hold, probably, unconsciously (Busch, 2010; Debreli, 2012; Çapan, 2014). It provides pre-service teachers with 'hands-on' opportunities in which they create an initial teaching repertoire of teaching competencies, comprehend the various dimensions of teaching experience and understand student learning. It may well be argued that considerable opportunities available from practical experience allow transformation from student identity towards a teacher identity as novice teachers put theory into practice and think on their own two feet (Joseph and Heading, 2010). Graham (2006, p.1118) states that these practical activities are crucial events that are 'eagerly and anxiously anticipated by pre-service teachers and remembered as a significant milestone by in-service teachers'. Additionally, Sheridan (2016) suggests that

'Teaching opportunities reinforced or challenged the pre-service teachers' pedagogical beliefs, providing opportunity for the pre-service teachers to reframe their pedagogical beliefs' (p. 12)

Teaching internship courses have been valued as the central component of teacher training and are particularly indispensable in facilitating beginning teachers' personal and professional development. It enables student teachers to acknowledge that actual teaching practice is different from that which they observed during their learning period, to think and act like teachers and to properly respond to the multi-faceted classroom condition (Darling-Hammond, 2006).

Some studies (e.g. Ng et al., 2010; Debrel, 2012; Schramm-Possinger, 2016) report that certain aspects of pre-service teachers' beliefs might change and develop due to their teaching internship experience. Debrel (2012) found that some of the participants' theoretically gained beliefs about teaching and learning, such as beliefs about students' engagement and enjoyment, started to experience major changes after they observed and taught real classes. Initially, they perceived teaching materials as the most crucial element to increase students' engagement and enjoyment, but after the teaching practicum, they found out that it was teachers' creativity which more significantly contributed to the successful learning environment. Another dimension was uncovered in Ng et al.'s (2010, p.279) study which shows that the student teachers' initial beliefs regarding effective teaching evolved from a belief in being in control through expertise to a belief in being in control through charisma and building relationship with their students. Additionally, a study conducted by Schramm-Possinger (2016) revealed that teaching experience might strengthen and weaken beliefs. The findings of the study show that the participants initially considered that students' intrinsic rewards, i.e. development in their language skills, lead to a better performance in the classroom. Surprisingly, the results of post-teaching questionnaire showed that their beliefs about intrinsic rewards weaken, while the beliefs about extrinsic rewards, i.e. compliment or incentives given by teachers, are strengthened and outrank their initial beliefs. Other studies, however, indicates that pre-service teachers' beliefs might remain stable after the practicum. For example, Karavas and Drossou (2010) reveal that the participants' beliefs about explicit grammar teaching approach and error correction did not experience any changes.

Trainee teachers are challenged by various socio-educational factors within the four-wall classroom such as teaching material, relationships with students, class size, and student diversity in needs, abilities, motivation, proficiency, learning styles and expectations (Schulz, 2001; Burgess & Etherington, 2002; M. Borg, 2005; Flores and Day, 2006; Walsh, 2006; Nishino, 2012). It is not surprising if many pre-service teachers, if not all, experience 'praxis shock' or 'shattered images' at this stage (Rozelle and Wilson, 2012, p.1197). They might experience difficulties in bridging the gaps between trainee

teachers' beliefs and the real classroom world which may lead to changes or stability of their beliefs. In some cases, trainee teachers are likely to fall back on familiar routines they observed during their 'years of apprenticeship'.

Interestingly, the teaching practicum may wash out the effect of teacher training (Calderhead and Robson, 1991). One of the participants in Li's (2012) study, for example, was observed to experience changes in her beliefs after attending the training; however, she reverted to her initial beliefs about teacher-centred approaches after she experienced negative events in implementing a more student-centred approach. Leavy et al. (2007) and Mattheoudakis (2007) notice that the teaching practicum has powerful washing-out effects which occur because of the similarity between trainee teachers' teaching practicum context and their previous learning context. Thus, the practicum might reinforce their beliefs rather than change them and delete the effects of theoretical courses. Unfortunately, according to Peacock (2001, p.187), it is likely that detrimental beliefs are more likely to be difficult to change. Furthermore, some authors (S.Borg, 1999; Stevens et al., 2006; Ng et al., 2010; Yuan & Lee, 2014) found that trainee teachers' interactions with school teachers and colleagues during a teaching practicum enabled them to facilitate changes and develop their beliefs. In this sense, it is necessary to investigate cooperating teachers' beliefs about whether their beliefs support effective teaching or not since they might influence trainee teachers' beliefs. However, in order to foster positive changes in student teachers' beliefs, it is important to consider each student teacher individually. Even if they work in the same context, student teachers may or may not demonstrate similar phases of evolution of beliefs, extent of changes or aspects of beliefs that change or are stable. As Thompson (2007) mentioned, teachers' beliefs are highly personalized and may relate to the following: trainee teachers' past learning experience, the results of filtering knowledge obtained from training programme or their perceptions about and interactions with aspects of teaching context being different. These factors might cause their beliefs to alter or strengthen. The importance of opportunities for student teachers to reflect, articulate and share beliefs cannot, therefore, be underestimated.

3.1.2.2.2. Reflective practice

Belief changes are more likely to happen if teachers' learning process comprises not only lectures and practice, but also reflection. Reflective practice encourages student teachers to articulate their initial beliefs and allows them to develop their skills, acquire knowledge and expertise and overcome the tensions they might face which eventually will shape their professional identity (Malderez & Weddel, 2007; Farrell, 2008, 2013a, 2013b, 2014; Frick et al., 2010; Kumaravadivelu, 2012). A number of authors (e.g. Haney et al., 2002; Loughran, 2002; Farrell, 2006; Walsh, 2006; Timoštšuk & Ugaste, 2010; Abednia, 2012) agree that IELTEP should foster reflection on both beliefs and practice in a structured and sequenced fashion from the beginning of the programme. Despite the advantages and comprehensive studies on reflective practice, some authors still reported extrinsic and intrinsic challenges in its practice.

It is common that IELTEPs attempt to incorporate reflective practice into their training programmes only after teaching observations, microteaching, during and after teaching practicum. However, these are not routine activities and are commonly conducted only in the final year of the programme. Prior to those activities, only limited or no explanation and exercises are provided in order to develop student teachers' knowledge of reflective practice, such as the types of reflection and their advantages. As a result, many student teachers are unfamiliar with what reflection is and are reluctant to fully engage in it. Reflections often only operate on a superficial level – shallow and egocentric – and it seems to be difficult to move beyond that level (Risko et al., 2002; Orland-Barak, 2005). Myers' (2013) study, for instance, shows that although the student teachers claimed to reflect on the teaching practice they observed, most of them failed to provide in-depth description and many of them were unable to notice important events which occurred during the observed teaching. The student teachers only made a list of what they considered as essential facts from their observations, such as teaching strategies to be applied in their own practice without any further questions. Since they considered the teacher they observed to be more experienced, they assumed that whatever the teacher

did constitute good teaching practice. Similarly, in Kuswando's (2014) study, Indonesian trainee teachers seemed to avoid critiquing others' teaching, including their peers' performance and particularly older people, due to their cultural background which makes them uneasy when publicly critiquing others. It is not surprising that when the reflection is in the form of group discussion, they tend to become passive. They are also afraid of receiving negative feedback, either from their lecturers or supervisors, not to mention from their peers.

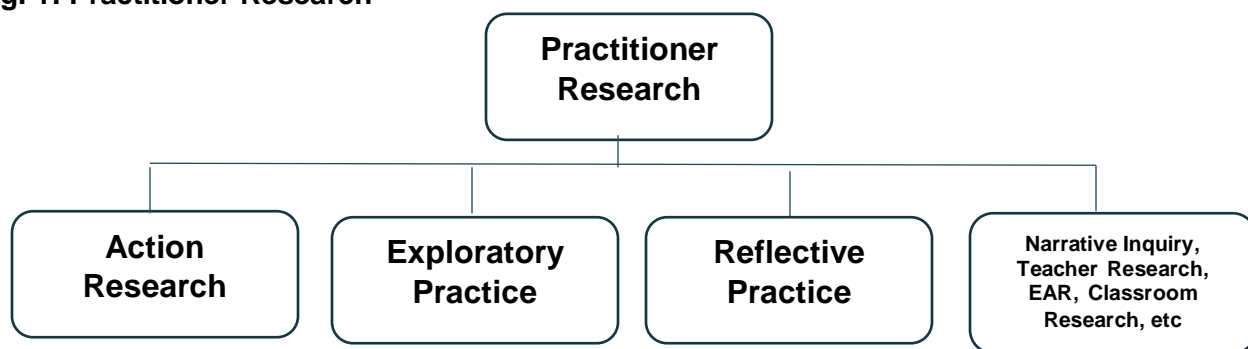
Given the challenges in incorporating reflective practice, there is a growing consensus (Farrell, 2001; Jay & Johnson, 2002; Copland, 2010) that reflection is a skill that needs to be taught and regularly practiced. Thus, the roles of teacher educators are crucial in preparing, facilitating and motivating student teachers to reflect. Since students' willingness to reflect is still unstable, especially as beginning reflective practitioners, teacher educators need to continuously motivate them. However, many teacher educators do not have sufficient knowledge and experience in undertaking reflection. As Jay and Johnson (2002) argue, it would be difficult for novices 'to learn what their instructors fail to describe' (p. 74). Besides their inability to provide examples and guidance, teacher educators may also be unable to provide adequate support when a problem occurs during reflection, for example changes of student teachers' emotional tension. As long as student teachers *seem* to reflect on something, teacher educators tend to accept it without scrutinizing the reasons or impacts of the so-called reflection on their students' teaching practice. Undoubtedly, the implementation of reflection will remain ineffective if teacher educators cannot provide quality guidance.

To support the implementation of reflective practice, Kagan (1992) suggests some techniques which need to be adopted by teacher educators to promote changes of beliefs: (a) help students make their implicit beliefs explicit; (b) confront students with the inadequacy or inconsistency of those beliefs; and (c) give students extended opportunities to integrate and differentiate the old and the new knowledge, eliminating brittle preconceptions and creating anchors (p. 76).

Successful implementation of reflective practice is depicted in a study conducted by Narváez et al. (2017). The nine pre-service teachers involved in the study used three methods: autobiography, portfolios and journals, to reflect on and evaluate their past English learning experiences, their thoughts and reactions towards readings and events during the learning process in the programme, and their teaching decisions during the teaching practicum. Through these methodologies, the participants were able to identify their initial beliefs implicitly. They critiqued the ‘traditional’ approach used by their teachers in teaching English as it evidently yielded negative outcomes; thus, they claimed that they did not want to perpetuate the similar practices. Results show that they conceptualized and practised a more student-centred teaching which treated students in a more personal way (recognizing their differences and preferences in learning).

In the case of practitioner research, reflective practice is not the only important and beneficial form that supports teachers’ continuous professional development (CPD). It is necessary to take note that, as Hanks (2017:30) summarizes, there are other notions under the umbrella of practitioner research as shown in the diagram below:

Fig. 1: Practitioner Research



As she focuses on Exploratory Practice (EP), Hanks (2017 :pp.25-28) further explains the main characteristics of the form which differ it from other types of practitioner research. First, the practice cannot be limited into teacher research as it might include students, administrators, teacher educators and other relevant parties in the field of education. Second, EP is also different from Action Research as the first notion includes

learners as co-researchers and teachers may be positioned not only as researchers but also as learners. Additionally, EP enables teachers, students and those who indirectly involve in teaching activities such as teacher educators or education psychologists to understand their context. 'To understand' is the key word in EP in which researchers are 'puzzling', asking 'why' rather than 'how' or 'what' about their practice; while AR attempts 'to solve' problems. Fourth, EP uses daily classroom activities without any additional activities. Unfortunately, the long-term implementation of EP as a CPD programme is still under researched (Slimani-Rolls & Kiely, 2019). Since practitioner research offers knowledge 'for the curriculum of teacher education and professional development programme' (Zeichner & Nofke, 2001: 315), trainee teachers, in particular, need to be introduced to the concepts and practice of practitioner research forms and guided to do the research to support their CPD.

3.1.3. Relationship between teacher' beliefs and practice

Clark and Peterson (1984) observed that research in the field of language teaching was becoming increasingly interested in the concept of teachers' cognition which comprises teachers' planning (pre-active and post-active thoughts), interactive thoughts and decisions, and; theories and beliefs. The interest in studying beliefs is motivated by various reasons such as to find out the sources of teachers' beliefs, the extent of influence of teacher education courses, the extent of shared beliefs between teachers and students about teaching and learning, and to understand how beliefs underpin teachers' practice and improve teaching (Zheng, 2009; Basturkmen, 2012, Mansour, 2013). In this case, Pajares (1992) convincingly argues that 'little will have been accomplished if research into educational beliefs fails to provide insights into the relationship between beliefs...and teacher practices, teacher knowledge and student outcomes' (p. 327). The insights into teachers' beliefs would serve as a gateway to comprehending ill-defined and deeply entangled '...contexts and environments within which teacher work, and many of the problems they encounter' (Nespor, 1987, p. 324).

The literature offers the premise that teachers' teaching beliefs motivate, shape and guide their classroom practice (Pajares, 1993; M. Borg, 2001; Skott, 2009). However, teachers' beliefs are not always reflected in their practice and what they constantly do in their teaching is not necessarily articulated as their beliefs which might be indicated as inconsistency, mismatch, tension or incongruence between teachers' beliefs and practice. The following parts explain several factors which have been identified to be attributed to the state of this relationship.

3.1.3.1. Teachers' core and peripheral beliefs

Studies have identified that teachers hold 'core' and 'peripheral' beliefs (Phipps & S.Borg, 2009) which could explain the relationship between beliefs and practice. Core beliefs refers to the primary and, 'experientially ingrained' beliefs which 'are stable and exert a more powerful influence on behaviour than peripheral beliefs' (Phipps & S.Borg, 2009, pp. 388, 381); while peripheral beliefs are derivative, 'theoretically embraced' (Phipps & S.Borg, 2009, p.388) and may not be manifested in practice. The terms of 'espoused beliefs' and 'theory-in-use' as conceptualized by Argyris and Schon in 1974 are also used to explain the hierarchy in belief systems (Feryok, 2010; Ellis, 2012; Li, 2013). 'Espoused beliefs' refer to explicit beliefs which are recognized and can be articulated indicating what teachers intend to do in their practice. Similar to peripheral beliefs, these professed beliefs are not necessary actualized in classroom teaching even though the teachers are confident in stating them. In general, stated beliefs are indicators of consistencies or inconsistencies of beliefs and practices. They are taken into account as 'hypotheses to be supported or contradicted by subsequent evidence drawn from the observation of their classroom practice' (Zheng, 2013, p. 198). On the contrary, 'theory-in-use' refers to implicit beliefs that, similar to core beliefs, govern teachers' teaching, perhaps without the teachers being aware of this. They are reiteratively applied and become familiar practice. Tensions might occur if any aspects of these beliefs are not aligned. In Phipps and S.Borg's (2009, pp. 384-385) study, a participant's stated beliefs about presenting grammar conflicted with the actual practice.

The teacher stated that grammar should be presented in context, but he also believed that students' involvement was important in learning the language. Conversely, when the students did not seem to engage in the implicit grammar teaching she adopted, he shifted to rule-based grammar presentation to encourage the students to participate. His beliefs about the importance of keeping his students motivated and engaged in the lesson outweighed his beliefs about the value of context-based grammar teaching. It might be concluded that the teacher's core beliefs involve putting students' learning preference as the priority as it could focus the students' attention to the lesson; while his beliefs regarding context-based grammar teaching are peripheral. Espoused beliefs and theory in use, however, can be compatible to a certain degree. For example, in Niu and Andrews' (2012) study, three aspects of the participants' beliefs were observed in their practice: the use of vocabulary instruction, communicative vocabulary teaching through performing activities and the use of L1 whenever it is necessary. In Li's (2013) study, her participant, Yuan, shows congruence in two respects. Yuan stated that he believes that creating opportunities for students to interact would enhance students' communicative and indeed, practically facilitated the classroom interaction.

3.1.3.2. Contextual variables

Since teachers work in a certain context - such as school, community, country- their teaching decisions are consciously or unconsciously influenced by the context they work in (Cranton and Carusetta, 2002). Thus, it is necessary to understand the context in which they conduct their practice to provide insights into why teachers hold certain beliefs and decide their teaching instructions. As S.Borg (2009, pp. 166-167) argues research that fails to attend to the context is considered 'conceptually flawed'. Some researchers (Borg, 2009; Tyjasant and Barnard, 2010; Li & Walsh, 2011; Nishino, 2012) point out that contextual factors may also become challenges that often force teachers to compromise on their beliefs so that they are not in a position to fully align their practice to what they believe or claim to believe. Institutional factors such as curriculum, course content, classroom physical features (e.g. how students' desks are

arranged), limited resources and time, and large class sizes (Ajzen, 2002; Hiep, 2007; Feryok, 2008; Mansour, 2013; Çapan, 2014) may cause tensions between beliefs and practice. For example, Emily, one of the participants in Barnard and Scampton's (2008) study mentioned that limited time available became a serious obstacle in her practice. She could not provide sufficient time for her students to understand texts as a part of her adopting discourse-based grammar teaching; thus, her practice seemed to deviate from her stated beliefs.

3.1.3.3. Student-related factors

Factors such as students' expectation towards their teacher and learning process, students' learning preferences and ability (Ajzen 2002; S.Borg, 2006; Phipps and S. Borg, 2009; Mansour, 2013) could support or hamper teachers' intention to put their beliefs into practice. Students' expectations and learning preferences are strongly shaped by their ingrained beliefs of how language should be learned and taught which, in many cases, are not always congruent with those of their teachers. When the decision to compromise with students' needs and expectations is taken, teachers' beliefs become less actualized in their practice. In Shin's (2012) study, for instance, the novice teachers participating in the study eventually had to follow students' wishes to fully use Korean instead of English. The students were accustomed to using Korean and believe that traditional teaching facilitates their learning process. Although the teachers had outstanding English fluency and were ready to use English as their teaching instruction, they needed to relinquish their idea and incorporate more L2 use. The same findings are also captured by Mansour's (2013) study in which students' expectation to have direct grammar teaching is the main reason for the participants to opt for a more traditional approach. Other studies conclude that teachers would consider their own students' ability before they incorporate a certain activity. Although the teacher believes that communicative activities are important to develop their students' communication skills and have learned how to run such activities, they may choose not to apply them due to their students' lack of readiness to participate. This is the case in Nishino's (2012) study.

A participant, Koji, decided to cancel his intention to adopt a communicative approach due to his students' low-level of fluency. Li's (2013) study also suggests that students' needs may also affect teachers' beliefs. She reports that although her participant -who is an English teacher in China- held his beliefs about developing his students' communicative skills in his teaching practice; some aspects of his teaching obviously conflicted with his espoused beliefs. It was observable that Yuan attempted to create communicative classroom activities to encourage students to actively participate in spoken interaction; however, in different occasions, he focused more on language areas and pronunciation correction using traditional teaching approaches that diverted from his beliefs. The change of approach was considered necessary in order to prepare the students for the test. Interestingly, the novice teachers in Farrell and Bennis's (2013) study mentioned that their instructional decision can be based merely on keeping their students happy (p.174). Phipps and S.Borg (2009, p.387) succinctly resume the influences exerted by students-related factors into the following notions ('I' refers to the teacher):

1. I believe in X but my students expect me to do Y;
2. I believe in X but my students learn better through Y;
3. I believe in X but the curriculum requires me to do Y;
4. I believe in X but my learners are motivated by Y.

3.1.3.4. Teachers' intrinsic factors

A number of teacher-related factors such as teachers' development of new beliefs or practice, their deeply grounded beliefs, knowledge, academic background and practical experience (S.Borg, 2003a, 2003b, 2006; Karavas & Droussou, 2010) might be responsible for mismatches between their beliefs and practice. Teachers' lack of familiarity with theories and the importance of a language aspect, and lack of skills to put the theories into practice can result in incongruence. This occurs in Karimi and Nazari's (2017) study in which the absence of listening practice in the participants' classroom is due to, among others, the teachers' lack of knowledge and experience in conducting

listening activities. Generally, the participants spent their English learning in secondary and high school 'reading the texts non-interactively, translating texts into learners' L1, focusing on grammar, and working on vocabulary list with their L1 equivalent' (p. 69). Another study conducted by Alisaari and Heikkola (2017) reveals that affective factors might constrain the realization of teachers' beliefs. Although the teachers who participated in this study claimed that they believed in the effectiveness of using listening to songs, singing and reciting poems as effective teaching techniques, they admitted to rarely having adopted such approaches. The participants reported that the two techniques required them to be in the spotlight which made them uncomfortable. In the case of novice teachers, Farrell and Bennis (2013) found that divergences of their professed beliefs and practice may be due to their confusion in articulating beliefs which are still inchoate.

3.1.3.5. Research-related factors

The results reached by a study largely depend on research methods utilized by researchers, research period, and interpretation of research findings. Experts (Phipps & S.Borg, 2009; Busch, 2010) argue that using questionnaire as a single research tool to obtain data might not be able to explore the complexity of relationships between teachers' beliefs and their practice. Although it serves as a convenient data collection method, the categories and questions in the questionnaire may 'constrain responses, use wording that may be problematic, and provide no insights as to why the beliefs are held' (Busch, 2010, p. 321). Phipps and S.Borg (2009) further argue that researchers focusing on teachers' beliefs and practice should go beyond identifying differences or tensions between the two notions, 'rather attempts need to be made to explore, acknowledge and understand the underlying reasons behind such tensions' (p. 388). They continue that qualitative strategies 'will be more productive (than, for example, questionnaires about what teachers do and believe) in advancing our understanding of the complex relationship between these phenomena' (p.388). The present study employed qualitative approaches that gave the participants freedom to answer the

questions and explain particular aspects of their teaching in their own language. They also had opportunities to evaluate and reflect on their practice during the stimulated recall interview (SRI).

Additionally, relatively limited time allocated for investigating the development of teachers' beliefs should also be taken into account when a lack of change is identified. Changes of beliefs are 'essentially cumulative and gradual' (Cabaroglou and Roberts, 2000, p.392), thus, a reasonable time span should be allowed in order to examine them. Interestingly, Debreli (2012) notes that the participants' beliefs changed significantly only after they taught in a limited number of teaching sessions. This indicates that time needed to identify the changes in teachers' beliefs varies.

It is also important to note that researcher(s) may have a set of assumptions about the focus under their investigation. These assumptions may affect their interpretation of the findings. This concern is emphasized by S.Borg (2011) in his study involving six teachers who enrolled in the eight-week-DELTA (Diploma in English Language Teaching to Adults) programme in the UK. In discussing the findings, he points out that the results of the study largely depend on how the term 'impact' is interpreted by both the participants and the researcher. He further illustrates the possible conclusions from different interpretations of the term 'impact' in his study. When 'impact' is equated with radical changes of beliefs, then DELTA did not exert significant influence on the teachers' beliefs, but if 'impact' is seen in a broader perspective, the influence of DELTA on the participants' beliefs was evident. Thus, researcher(s) should be aware of how the key terms (e.g. impact, influence, change) in this focus of study are operationalized so that the fair judgment of the findings can be drawn.

In spite of the increasing attention dedicated to language teachers' beliefs and practices, studies investigating non-native EFL trainee teachers' beliefs and their relationships with the actual practices are still scarce. This is also the case within Indonesian EFL context. This study is expected add to current knowledge and provide insights into this matter.

Stated pedagogical beliefs and their influences on teaching practice undoubtedly have a complex relationship, but this study intended to scrutinize only a single element of this relationship –beliefs on their students’ willingness to communicate (WTC)- so that it might reveal the particularities of the issues.

3.2. Willingness to Communicate (WTC)

This section reviews the literature pertaining to Willingness to Communicate (WTC) construct. The review of literature on WTC in foreign or second language, including the influential heuristic model of MacIntyre et al. (1998) and Wen and Clément’s (2003) Chinese culture-based model will be presented. This part will also look into two empirical studies about WTC conducted within Indonesian EFL classrooms, followed by the last part in which other two articles related to teacher’s roles in facilitating WTC, especially in the classroom, will be discussed.

3.2.1. The foundation of WTC

The notion ‘individual differences’, which originally developed from studies within the field of psychology, has become one of the concerns within second and foreign language learning. It explains learners’ distinct characteristics which largely determine the way they learn the language and the efforts they put into the learning process. Learners perform differently to one another in many aspects of learning. So, it is not possible to provide a general and fixed formulation of a particular language aspect is acquired (Dörnyei, 2005). One of the ID variables, Willingness to Communicate (WTC), refers to a personality variable that defines variability in talking behaviour as explained by McCroskey & Richmond (1990)

‘Some people talk very little, they tend to speak only when spoken to-and sometimes not even then. Others tend to verbalize almost constantly. Many people talk more in some contexts than in others, and most people talk more to some receivers than they do to others’ (p. 72).

WTC has been proposed as one of the important variables that illuminates interpersonal communication and relationships. Richmond and Roach (1992) noted that WTC is 'the one, overwhelming communication personality construct which permeates every facet of an individual's life and contributes significantly to the social, educational and organizational achievements of the individual' (p. 104).

McCroskey and Baer (1985) propose the initial concept of willingness to communicate (WTC) to address communication in L1. They state that people are likely to have a lower level of WTC in front of a larger audience, formal or public and with less familiar individuals. In another study, McCroskey and Richmond (1987) add that, to some degree, a number of situational variables such as the person's feeling on the given day, the type of communication that person previously had with others, and the advantages or disadvantages of carrying out the conversation, also determine one's WTC. The researchers treat L1 WTC as a stable predisposition, relatively stable across communication contexts and types of receivers (McCroskey & Baer, 1985; McCroskey & Richmond, 1990), which means that even though the aforementioned variables affect individuals' WTC, they still exhibit regular WTC tendencies across situations. The examination of L1 WTC serves as the foundation of L2 WTC which is considered as more complex than its construct in L1. The following part explores the concept of WTC in the L2 and FL.

3.2.2. WTC in second and foreign language

Following the study on WTC in native/first language, this notion also became the focus of researchers in the field of the second language (L2) and foreign language (FL). MacIntyre et al. (1998) conceptualize WTC in L2 as "readiness to enter into discourse at a particular time with a specific person or persons, using an L2" (p.547). In the same vein, MacDonald et al. (2003, p.2) refer to the notion as 'psychological readiness to speak a second language'. The increase in WTC level inevitably increases one's communication experience and, perhaps indirectly, leads to higher level of fluency

(Lockley, 2013; Mehrgan, 2013; Wood, 2016). Within the school environment, in particular, WTC is proven as a predictor of classroom participation since students with high level of WTC participated more in classroom interaction (McCroskey & Richmond, 1987) and they are likely to be ready to become involved in any interactions using their L2 outside classrooms (Kang, 2005). Thus, developing learners' WTC should become the ultimate goal of instruction and an indicator of a successful English language program (Dörnyei, 2005; Mehrgan, 2013).

The construct of WTC in L2 is different from that in L1. As elucidated in the previous section, WTC in L1 is perceived as a trait-like tendency, stable across time and receivers regardless the condition in which the communication takes place and subject to the impact of other personality traits such as introversion and self-esteem. This may not be the case with L2 WTC. As MacIntyre et al. (1998) claim, L2 WTC is more complex and unlikely a manifestation of this notion in L1 as it is not transferable from one language to another. They further argue that political, social and intergroup implications may have a significant bearing on L2 WTC, while they are not related to L1 WTC. Additionally, other context-dependent and potential situational variables also strongly influence WTC in L2 such as interlocutor(s), topic, and conversational context (Kang, 2005; Cao & Philp, 2006; Pattapong, 2015; Wood, 2016). Consequently, L2 WTC tends to fluctuate with respect to given situations and contexts (Kang, 2005; Wood, 2016). Furthermore, the significant difference between L1 and L2 WTC also lies in the motivation to acquire the language. The acquisition of L1 is necessary for general communication in daily life. In contrast, the purposes of learning L2 are varied and different from learner to learner and context to context ranging from passing school exams to actual communication in L2.

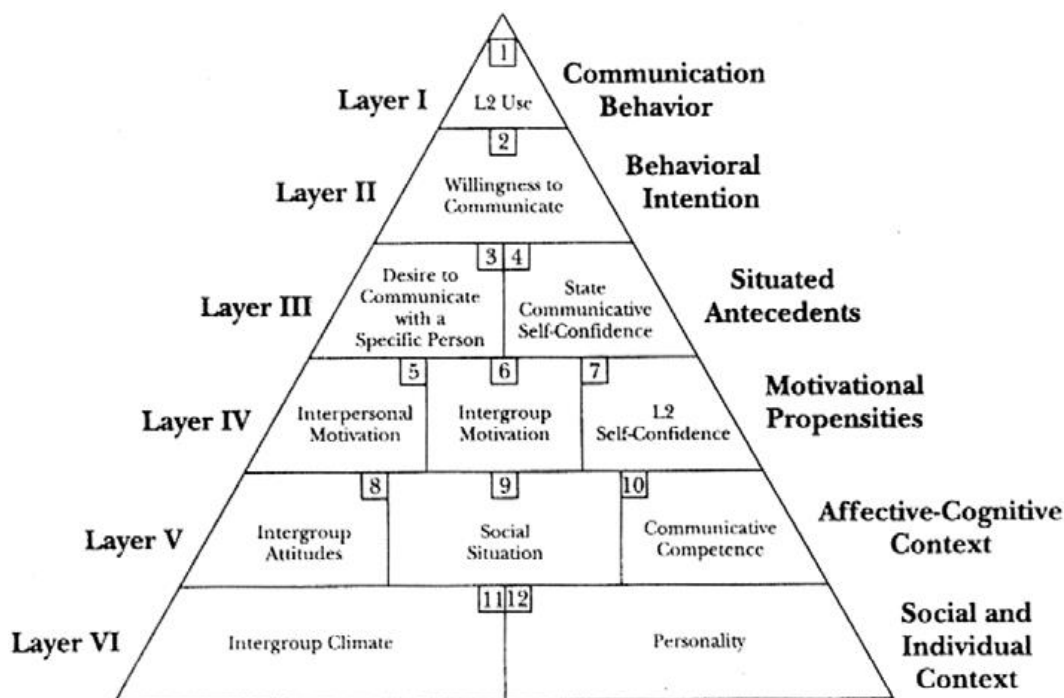
In order to explain the influences and relationships of many variables responsible for learners' WTC in L2, MacIntyre et al. (1998) formulated a heuristic model consisting of more than 30 situational and enduring variables. This influential model will be discussed in the following part. Although this study focuses on trainee teachers' beliefs and

practices about learners' WTC, I found this heuristic model was useful to explain that the students' behaviour towards language learning is influenced by a number of variables. Indeed, some of the behaviours I encountered are stated in the model.

3.2.2.1. The heuristic model

In 1998, MacIntyre et al. developed a pyramid-shaped model based on the conviction that 'authentic communication in an L2 can be seen as the result of a complex situation of interrelated variables' (ibid., p.547). They claim that the model is useful to explain the individual differences in WTC for both practical and pedagogical purposes. This most influential heuristic model of WTC has six categories –which are referred to as "layers"– comprising linguistic, communicative, and social psychological variables that determine the top layer: L2 usage. Layers I, II, III contain situational, contextual and changeable variables; while Layers IV, V and VI comprise of enduring variables.

Fig. 2: MacIntyre et al.'s (1998) Pyramid Model



The position of each factor to the top layer illustrates its relevance to the communication behaviour. The authors put L2 use in the pyramid's pinnacle or Layer I to indicate L2 use that includes activities such as 'speaking up in class, reading L2 newspaper, watching L2 television, or utilizing L2 on the job' (MacIntyre et al., 1998, p.547). The second layer represents behavioural intention and refers to WTC as the most immediate antecedent to L2 use. The position suggests that if learners have a higher level of WTC, it is likely they will take opportunities to use their target language in any activities and given situations.

The authors argued that there are two situational antecedents in the third layer: desire to communicate with a specific person and the state of communicative self-confidence are the direct predispositions of WTC. People tend to have the desire to communicate with others who, among others, are physically nearby, considered to be attractive, able to give suggestions or assistance, have frequent contact, or share similarities in certain aspects (Lippa, 1994 Cited in Bamfield, 2014).

The notion of 'state communicative self-confidence' is conceptualized as a transient feeling of confidence that varies across situations and time. It may also vary across time in a single situation. It subsumes two variables: perceived communicative competence (not actual skills to communicate) and anxiety which are not explicitly presented in the model. This means that a positive evaluation of self-communication skills and low levels of anxiety would increase the likelihood of one's intention to initiate or be involved in communication. On the contrary, if one does not perceive oneself as having good communication skills and has a negative perception towards communication, this will directly diminish the intention to communicate. Prior negative language learning and communication experience within a similar situation may generate negative perceptions towards communication; consequently, a speaker will show some reticence in initiating or being involved in communication even when she/he desires to do so. The model suggests that one's proficiency is not the main cause of a growing WTC, although it may develop one's self-confidence to communicate.

Furthermore, the fourth layer consists of three variables: interpersonal motivation, intergroup motivation and L2 self-confidence which lead to the condition established in the third layer.

Interpersonal motivation in Box 5 of the pyramid comprises of 'control' and 'affiliate' aspects. The former refers to one's intention to initiate and dominate the communication exchanges because of a higher hierarchical position than the interlocutor's, for example when a teacher asks a number of questions to elicit answers from the students to find out their knowledge on a topic. Her/his students' responses do not, by contrast, indicate their level of WTC as their answers can be merely to fulfil the obligation. The latter aspect, affiliate, relates to an individual's interest to establish communication with the interlocutors which can be provoked by similar elements that develop a desire to communicate with a specific person in the third layer, such as similarity with interlocutor(s) and personality (extrovert or introvert).

Box 6 presents 'intergroup motivation' which encompasses one's behaviour towards and motivation to engage in communication with members of a particular group. This is relevant to the field of second or foreign language learning in which learners can be motivated to learn the language so that they can establish a relationship with the target language users.

Box 7 in this layer presents L2 self-confidence which is influenced by perceptions of one's own ability to use the language in a proper and efficient manner. The difference between this variable and the others in this layer is that the aforementioned two variables indicate one's interest in another person or group, while this particular variable is related to an individual's interest in the second language. As with the 'state communicative self-confidence' variable, it is argued that this variable is also composed of two components: perceived L2 competence and L2 anxiety; but, these are seen as more trait-like predispositions, stable across situations.

The fifth layer presents affective-cognitive context that contains three boxes: Box 8 refers to intergroup attitudes, Box 9 points out social situation and Box 10 indicates communicative competence. Intergroup attitudes incorporate 'integrativeness', 'fear of assimilation' and 'motivation to learn the L2'. 'Integrativeness' defines one's readiness to adapt to a new community. This notion heavily relates to the exposure to L2 community which may lead to cultural and linguistic assimilation. Members of a certain community, for example, minority community, would fear losing their original cultural identity due to their constant contacts with an L2 community. In this sense, the member of the minority community might resist communicating using the L2. It can be understood that when the integrativeness factor is more prominent than fear of assimilation factor, it will encourage communication in L2.

Furthermore, Box 9: Social situation refers to the following aspects that influence communication:

1. Participants: the age of individuals involved in the communication, their age, gender, and the relationship between them define the pattern of communication. In addition to that, participants' level of knowledge and L2 proficiency also determines the conversation;
2. Setting: local or temporal setting (e.g. office, home, classroom etc.) that affect linguistic behaviour and speech acts;
3. Purpose: the intentions to conduct the conversation (e.g. to transfer information, to persuade, to entertain, etc.)
4. Topic: having good knowledge about the topic of the conversation would enhance L2 self-confidence, whereas lack of it would hinder one's participation in the conversation regardless of her/his level of fluency;
5. Communication channels: a medium of communication (speaking or writing).

The complexity of the relationship between communicators and social setting indicates that 'one's communicative experience in one situation may not be transferred automatically to another' (MacIntyre et al., 1998, p.554). It implies that one's L2 WTC

varies depending on the social situation in which the conversation takes place. One might have a good level of WTC in one situation whilst not in others.

The last variable in this layer which is Box 10: Communicative competence, was coined by Hymes in 1966. It is important to note that 'communicative competence' and 'perceived communicative competence' are two different notions. The first term is the trait variable referring to actual competence, whereas the second term refers to one's perception about her/his own competence to engage in a conversation that is likely to fluctuate depending on the given situation. There is a significant difference between communicative competence in L1 and L2. According to Macintyre et al. (1998), L1 speakers may demonstrate a high level of competence, while L2 speakers demonstrate different levels of competence 'ranging from no competence (0%) to full competence (100%)' (p.546-547).

Finally, Layer 6 encompasses two elements: intergroup climate and personality that pertain to social and individual context. These factors 'set the stage for L2 communication, but are less directly involved in determining a learner's WTC at a given time' (MacIntyre, 1998, p.558). Intergroup climate can be explained by two notions: 'structural characteristics' and 'perceptual and affective correlates'. Structural characteristics refer to 'the representation of L1 and L2 speaking members in a community' (Peng, 2014, p.15) and concern 'ethnolinguistic vitality and communication network that either favour or do not favour the use of the L2' (Dewaele, 2005, p.119). L2 students will be more willing to learn the language and adapt to its culture if the status and prestige of the L2 are favourable to their L1 and L1 community.

Perceptual and affective correlates relate to "the role of attitudes and values regarding the L2 community and the motivation to adapt and reduce social distance between ethnic groups" (Macintyre et al. 1998, p. 556). It is a general assumption that those who have a positive view towards L2 and the L2 community will be more willing to learn the

language; whereas those who have certain prejudice and discrimination would have negative perception and behaviour towards L2 and the L2 community.

Furthermore, personality indirectly affects one's WTC through other affective variables such as attitudes, motivation, and confidence. The five traits namely extraversion, agreeableness, conscientiousness, emotional stability, and openness to new experiences are also considered to influence L2 learning and WTC (MacIntyre et al. 1998, p.557).

The pyramid model has garnered significant interests from scholars within second language field. Some studies validated the variables in the model; while others identified other possible variables that affect one's readiness to initiate speech (Wiertelak & Pawlak, 2017). MacIntyre et al. (1998) support further studies on WTC, noting that the pyramid model is not an end product but a starting point to scrutinize the L2 WTC concept.

3.2.2.2. Revisiting the pyramid model

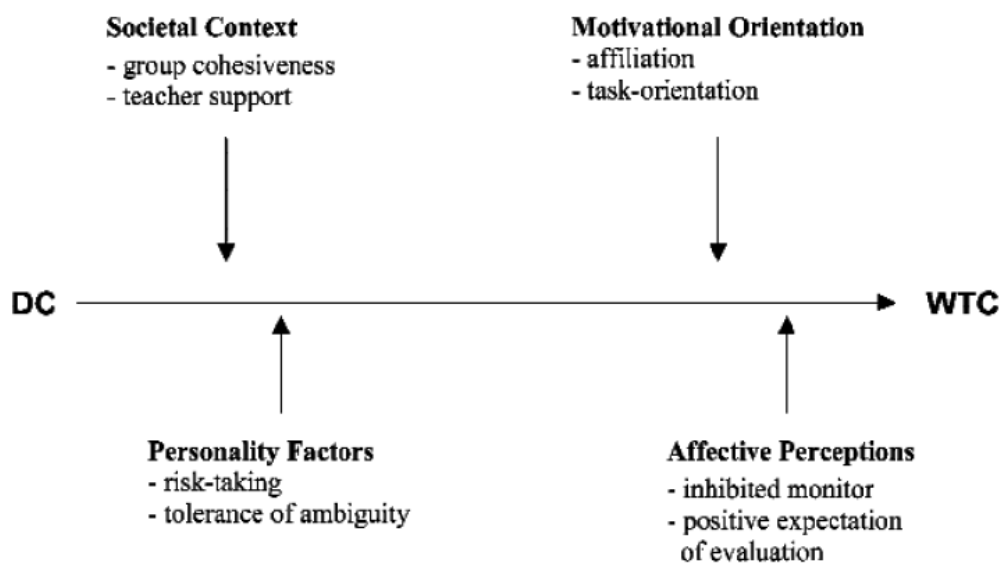
Despite the significant insight about WTC provided by the MacIntyre et al.'s heuristic model, some researchers critiqued the systematic and linear presentation of the psychological and contextual variables in the model. MacIntyre and Legatto (2011) and Peng (2014) found that these variables function in a complex, dynamic and non-linear relationship. Additionally, a number of studies about L2 WTC also reveal different variables function as direct predictors of L2 WTC. Some scholars (Hashimoto, 2002; Yashima, 2002; Yashima & Zenuk-Nishide., 2004; Asmalı, 2016) suggest a significant contribution of self-confidence to WTC, while others (Ghonsooly et al, 2012; Öz et al.'s, 2015; Aliakbari et al, 2016) posit self-perceived communicative competence as the strongest predictor that directly and positively influences EFL learners' WTC in English. Within the classroom context, in particular, Aubrey (2011) mentions situational variables namely classroom condition, group cohesiveness and topic relevance as responsible for

students' WTC. From the Iranian context, some studies report the significant relationship between learners' proficiency level and their level of WTC (Alemi et al. , 2011; Baghaei & Dourakhshan, 2012; Valadi et al, 2015; Rostami et al. , 2016). The higher-level participants showed a higher level of WTC during classroom interactions which applied to both female and male students (Valadi et al., 2015). Yousefi and Kasaian (2014) revealed that higher WTC leads to speech fluency and accuracy as learners have greater speaking experience that allows them to self- evaluate their utterances. It should be highlighted that context, types of participants and research methods are likely to influence the results of the studies.

Another criticism of the model concerns some variables in the pyramid which are irrelevant in certain contexts. Peng (2014), for instance, argues that the variables of intergroup motivation, attitudes and climate are less relevant particularly in EFL contexts since there is a lack of opportunities to interact with native speakers or use the language outside the classroom. Thus, it is unlikely that learners in such contexts would experience feelings of fear of assimilation and integrativeness. Furthermore, Peng (2014) underlines the importance of recognizing the impact of local culture on L2 WTC as she contends, 'interpersonal communication, be it in L1 or L2 is inevitably influenced by the cultural norms shared in specific cultures (ibid., p. 16). As the WTC model was conceptualised within Western context, it perhaps failed to cover certain socio-cultural factors which are considered to be essential in the field of EFL and in different contexts. Cultural values, indeed, are inseparable from WTC variables and embedded in any categories (Pattapong, 2015). Chinese culture and philosophy, for example, is strongly influenced by Confucianism (Wen & Clément, 2003; Shao & Gao, 2016) and it is manifested in the process of EFL language learning and teaching. To explain Chinese language learners' L2 WTC, Wen and Clément (2003) extended the L2 WTC model of MacIntyre et al. (1998) and proposed a model that accommodates their cultural values. They were specifically concerned about the variables of WTC and 'desire to communicate' (DC) which exist at Layer II and III of MacIntyre et al.'s (1998) pyramid model. They argued that the desire to communicate does not necessarily create a

willingness to communicate, but implicates a preference or choice. In order to illustrate the complexity of process between DC and WTC, the authors use a single continuum with DC in one side and WTC in the other and insert a number of variables influencing learners' WTC in between those factors (as seen in Figure 3 below).

Fig. 3: Wen and Clément's (2003) Model



Firstly, societal context variables comprise group cohesiveness and teacher support. Group cohesiveness refers to motivation which stems from in-group relationships. If a learner experiences good communication with their peers, it can be assumed that she/he would be more willing to engage in communication. This means that she/he would have higher WTC level and lower anxiety. On the contrary, low group cohesiveness results in lower WTC level and higher anxiety.

The teacher support factor, including teacher involvement and teacher immediacy, is one of the most influential factors of students' engagement as it may facilitate or debilitate learners' engagement and effective learning. This factor also heavily relates to how teachers treat their learners. Teacher involvement refers to interpersonal

relationships and interactions between teacher and students. Teacher immediacy - including both verbal and non-verbal aspects- is 'the degree of perceived physical and psychological closeness between people' (Richmond, 2002, p.68) that may increase students motivation to learn, cognitive and affective learning (op.cit.). Verbal immediacy includes any forms of messages that show 'empathy, openness, kindness, reward, praise, feelings of inclusiveness, humour, personal knowledge and willingness to engage students in communication' (Ballester, 2015, p.10). Nonverbal immediacy such as 'eye contact, body position and movement, appropriate touching, facial and vocal expression' (Richmond et al., 1987, cited in Ballister, 2015, p.10) also contribute to lower learners' anxiety. A substantial amount of research has suggested the impacts of teacher immediacy on creating effective teaching, students' positive perceptions towards teachers and themselves as learners, and the increase of students' participation (Richmond, 2002; Witt et al, 2004; McCroskey et al., 2005; LeFebvre & Allen, 2014; Ballester, 2015). If learners find their teachers as approachable and supportive, it is most likely they would feel their learning environment as a secure place to learn and be more willing to become involved in classroom interactions. Wen and Clément (2003) argued that due to the immediate effect of teacher support on learners' WTC, this notion should be inserted between Layer III (desire to communicate with a specific person) and Layer II (WTC) within MacIntyre et al.'s (1998) heuristic model.

The second arrow feeding into the continuum in Figure 3 relates to personal factors and includes risk-taking and tolerance for ambiguity. Risk taking is "any consciously or non-consciously controlled behaviour with a perceived uncertainty about its outcome" (ibid.,p. 29); while ambiguity refers to 'the tendency to perceive ambiguous situations as desirable' (Budner, 1962, p.29 as cited in Piechurska-Kuciel, 2017). As previously mentioned, within a Chinese EFL learning context, in general, learners may choose to keep a distance from interaction using L2 to avoid losing face as the consequence of making mistakes. They consider the use of L2 within language class should be correctly arranged; therefore, they do not seem to tolerate language ambiguity. According to Piechurska-Kuciel (2017), learners who cannot tolerate ambiguity 'tend to rely on their

previous experience when interpreting situations' (p. 172) which would affect their learning process negatively. Tolerating ambiguity, to some extent, facilitates language learning and creates a secure environment to learn.

The third area, motivational orientations, consists of affiliation and task orientation focus on learning process within a classroom setting. Different from the variable of 'affiliation' in MacIntyre et al.'s (1998) model, 'affiliation' in the present model refers to Chinese foreign language learners' tendency to be a part of a group in order to fit in as a source of support and motivation. Chinese language learners are also observed to carefully choose any tasks assigned in the classroom. They only take communication tasks when they are confident that they would accomplish the task well to avoid losing face and 'look good or smart in the presence of others' (Wen & Clément, 2003, p.32).

The last element of this model is affective perceptions which, according to Wen and Clément (2003), are linked to Chinese learners' anxiety since it is a priority for them to save face. The first variable under this notion is 'inhibited monitor' that relates to self-correction when they attempt to produce utterances. The second variable, 'positive expectation of evaluation', pertains to how learners figure out the responses from others (i.e. peers) to their involvement in classroom activities. Such expectations may motivate or demotivate them to participate in classroom interactions depending on the level of their confidence in successfully achieving outcomes.

From the context of Thailand, Pattapong (2011, 2015) reports that Thai EFL learners also share several similar characteristics with Chinese learners which, to some extent, hamper the improvement of their communication skills in L2; for example, they tend to be quiet and unresponsive during class to avoid making mistakes which may humiliate them. A hierarchically-structured society also significantly affects the pattern of teacher to student relationships within Thai language learning classes in which 'students will invariably see themselves as 'inferior and teachers as 'superior' (Pattapong, 2015, p.110). Consequently, on many occasions, students' participation is merely to fulfil

teacher's instructions which is in line with 'control' variable within MacIntyre et al.'s (1998) heuristic model. Additionally, his study also revealed that the participants tend to have certain criteria in performing speaking tasks which were informed by 'the level of familiarity, the similarity of attitudes and personalities, and the level of competency' (op. cit., p.122). Students with lower perceived self-competence are reluctant to speak to more highly competent peers as they are afraid of creating obstacles in the conversation. Thai learners are also affected by an 'obligation' to maintain good relationships with others and to consider others' feelings. The author explains that many participants in his study were concerned about the amount of their talk as they did not want to dominate the interactions which may provoke negative responses from others.

Furthermore, although some studies seem to depict stereotypes of cultural influences to the educational context, that is, an 'overgeneralized view of culture, i.e. members of a cultural group are treated as the same sharing definable characteristics whatever the context maybe' (Zhu, 2016, p.7), acknowledging the possibility of the influences of cultural values is still necessary (Shao & Gao, 2016). To draw a conclusion that a condition in a learning context is due to cultural influences, however, obviously needs a thorough investigation as other variables may also be responsible.

3.2.2.3. Indonesian EFL learners' WTC in the classroom

Muamaroh and Prihartanti (2013) and Wijaya and Rizkina (2015) reported their investigation on learners' WTC within a university context. The former involved 426 first year undergraduate students from various majors to fill the questionnaire and 25 of them were interviewed; the latter involved 150 university students from three different majors (medical, accounting and elementary school teacher education) in the survey phase and 10 students from each major to be interviewed. The studies identified several factors hindering students' communication in English such as language deficits (i.e. lack of vocabulary, limited pronunciation skills and sentence rules knowledge), fear of negative responses and insufficient opportunities. To a large extent, Indonesian EFL learners

exhibit similar characteristics as being illustrated by Wen & Clément's (2003) model. Wijaya and Rizkina (2015) noted that the learners admitted using L2 very carefully because they lacked the necessary vocabulary and confidence in their ability to 'state their ideas with appropriate dictions' (p. 35). The authors also noted that the students put accuracy in the first place above content and fluency. This characteristic relates to the 'inhibited monitor' variable in Wen and Clément's (2003) model which explains learner's tendency to depend on the results of self-evaluation prior to their utterance. When they are not confident with the correctness of their sentences, they would avoid participation. It is also explained in MacIntyre et al.'s (1998) heuristic model that language anxiety emerges due to a low level of self-perceived communication competence as well as actual communicative competence.

Since most English language classes in Indonesia emphasize language rules and mechanical habits, Indonesian EFL learners tend to possess higher levels of anxiety (Sholihah, 2012). Students believe that it is compulsory to have sentences with correct grammar and to be able to enunciate the sentences correctly (Hasan & Fatimah, 2014). Such perceptions might be shaped by years of teaching approaches dominated by explicit explanation of rules, pronunciation drills, examples of native speakers' conversations and constant corrective feedback (Jayanti & Norahmi, 2014). Jayanti and Norahmi (2014) further argue that teachers 'hold the belief that the students should have near-native proficiency and accuracy in order to be able to successfully and effectively engage in communication. Then, students are forced to achieve that expectation' (p.6). In some contexts, although English language teachers do not intend to put learners into the native speaker-like speaking mould, prescriptive grammar teaching, drills and error correction *do* prevail. This often results in an extreme decrease of students' WTC level and removes the sense of security to participate in classroom interactions since students feel they are not allowed to make errors in their sentences.

MacIntyre et al. (1998) point out the possibility of learners being willing to communicate with people whom they often meet and consider able to give feedback including their

teacher. Similarly, Wen and Clément (2003) argue that teacher support is crucial in lifting students' level of WTC. However, previous negative learning experience and an unsupportive learning environment might significantly decrease learners' level of willingness to participate in classroom interaction. Many students are afraid of negative responses from their peers and teachers if they made mistakes, such as being laughed at or considered as unable to speak English by their classmates (Muamaroh & Prihartanti, 2013; Wijaya & Rizkina, 2015). Thus, as depicted in Wen and Clément's (2003) model, the participants tended to avoid interactions in English in order to avoid negative evaluation and save face. The students in Wijaya and Rizkina's (2015) study admitted that they were more willing to become involved in classroom activities if they felt their teacher supported them even when they made mistakes; on the contrary, when they believed their teacher would give them demotivating responses, they would be reluctant to do so. Unfortunately, their responses indicated that their teachers did not provide the necessary supports and motivation.

Furthermore, Wijaya and Rizkina (2015) mentioned that the participants prefer to work in groups or pairs rather than individually as it gave them strength and confidence to carry out the tasks. This particular finding is in line with Wen and Clément's (2003) 'affiliation' variable. According to Cao & Philp (2006), dividing students into groups or pairs to do a task provides more opportunities to talk in L2; however, Wijaya and Rizkina did not elaborate further as to whether the learners used English in communicating with other group members nor was the pattern of communication which occurred during the group/pair work mentioned, such as the possibility of peer domination.

Large class size was also highlighted as one of the greatest causes of the participants' low WTC in the classroom in Wijaya and Rizkina's (2015) study. This factor also caused difficulties for teachers to manage the class. As a consequence, there were limited opportunities available for students to talk and when the opportunity rose, there was a lack of attention from other classmates. One of the participants stated that it was useless to make efforts to speak English in the classroom as others ignored what she/he said.

The participants in Muamaroh and Prihartanti's (2013) study also mentioned insufficient opportunities to talk in the classroom, however they did not identify it as the impact of large class size.

Furthermore, the participants of Muamaroh and Prihartanti's (2013) study also mentioned that due to their classmates' constant use of local language and Bahasa Indonesia during the lesson, they were not motivated to use English. Lack of exposure to target language negatively influences learners' WTC as they might not be confident to use the language and vice versa, sufficient exposure to the target language contributes to learners' higher level of WTC. Conducting a study in a university in Saudi Arabia, Turjoman (2016) revealed that students who previously studied in private schools or abroad were well-exposed to English so that they tend to have higher WTC level as they were more confident with their language competence. Conversely, those who previously spent their language learning period in public schools face the same difficulties as Indonesian learners as they rarely exposed to the use of L2. Within Indonesian context in particular, the test-driven teaching and learning process has caused a washback effect. This prevents students and teachers from using English for communication as an oral test is not included in examinations.

The above discussion suggests a substantial number of variables that facilitate or hinder learners' WTC and many of them are clearly related to teachers or depend on teacher's decisions. In order to facilitate learners' WTC particularly in the classroom, some authors provide suggestions for teachers, such as to create a less-threatening classroom environment so that students may perform classroom activities without being anxious (Rastegar & Karami, 2015; Valadi et al, 2015; Aliakbari et al., 2016), or to arrange both inside and outside classroom activities that may enhance learners' practice of language use (Bergil, 2016). Although the teacher's role or teacher-related factors have been acknowledged as influential to learners' WTC, studies that specifically look into how teachers perceive themselves and their teaching are still scarce. The following part discusses studies that focus on teacher and teacher-related factors.

3.2.3. Studies on the influences of teacher-factors

Previous studies have suggested the substantial impacts exerted by teacher-factors to learners' WTC; however, this topic has not yet been thoroughly investigated. Within this limited source of empirical studies, two articles reported the research into teacher-factors from different standpoints. The first one is Zarrinabadi's (2014) study which investigated the influences of teachers on their learners' WTC through the eyes of the students, while the second one is conducted by Vongsila and Reinders (2016) and uses teachers' perspectives to reveal teachers' beliefs and practice about WTC. The latter is quite similar to the present study, that is, focusing on teachers' beliefs and practices in promoting learners' WTC in and outside the classroom.

Zarrinabadi (2014) conducted his qualitative study within the Iranian EFL context involving 50 undergraduate students majoring in English language and literature. They were asked to describe their experiences of interactions with their teachers in two categories: most willing to communicate and most unwilling to communicate. The entries suggested most interactions occurred within classrooms and revealed four variables responsible for students' WTC and un-WTC namely error correction method, teachers' decision on the topic, teacher's wait time and teacher's support respectively (p. 291). According to the students' journals, error correction can be supportive or harmful to learners' WTC largely depending on the timing. Some participants pointed out direct error correction that occurs at the moment of right after their speech tends to reduce their WTC as they felt 'ashamed and stressful' to continue their speech (p.293). On the contrary, the students felt their WTC increased when the teacher provided the feedback after allowing them to finish their speech. They praised the teacher as a kind, attentive person and encouraging.

The second significant factor is the topic discussed in the classroom. The students appreciated the opportunity given by their teacher to select the topic and explain that 'most of the students spoke because all of us were interested in it' (Zarrinabadi, 2014,

p.292). Giving such opportunities encourage students to participate in classroom discussion. In this matter, Kang (2005) observes that students might feel insecure if they cannot relate to and are uninterested in it.

Third, wait-time allocated by the teacher is mentioned to be influential on students' perceptions about their teacher. Some students require more time to think and to arrange their utterance which, on many occasions, is assumed as hesitation and often misunderstood as unwillingness or incompetence (MacIntyre & Blackie, 2012). A participant described as follows: 'I paused for some seconds. Suddenly the teacher asked another one to continue. He thought I don't want to go on while I was thinking' (Zarrinabadi, 2014, p.292). Other students noted that when a teacher allows more time for the students to organize their sentences, it is not only considered as a sign of teacher's support, but also teacher's patience that encourages them to be more active.

The last factor, teacher support, refers to the attention given to the students. A participant shared an experience of an un-WTC moment because of the teacher's unsupportive attitude: 'Everything I say seems to be unpleasant or wrong for the teacher..., when I talk when I talk to the teacher during the class discussion he looks at his papers or book finding the things he wants to say after me. I think his behaviour shows that my ideas are not true' (op.cit.,p.293). Positive responses such as in the form of 'short confirmatory responses' such as 'yes', 'good' or 'thank you' in the end of students' speech; or 'smiles' (op.cit.) may enhance students' WTC. They feel their teacher appreciated what they said no matter it was true or false. Thus, it helps them develop their confidence. Additionally, as Kang (2005) contends, having teacher's support creates secure classroom environment.

From the study, it can be concluded that teacher involvement and immediacy, such as teachers' empathy and their responses towards learners substantially affect learning environment that may lead to learners' increased or decreased level of WTC. Previous studies (e.g., Marchbanks, 2000; Murphy et al., 2004) also underline teacher's positive

personality traits, such as being friendly, patient, passionate, organized, polite, may develop effective teaching. Liando's (2010) study suggests that students praised their teacher for showing positive personal attributes more than for delivering the lesson interestingly. Additionally, student-centred approach may also raise students' interests to participate in classroom activities, for example by giving students opportunities to choose a topic to be discussed or presented. The findings of the study are in line with Wen and Clément's (2003) concept that teacher support, to a large extent, builds a comfortable learning environment.

The second study (Vongsila and Reinders, 2016) employed quantitative and qualitative approaches and was conducted within ESL context in the language department at an institute in New Zealand that 'caters largely to Asian learners and focuses heavily on the development of communicative language skills' (p. 4). First, the authors collected initial data from an electronic questionnaire sent to 30 ESOL teachers who attended the programme and obtained responses from 15 teachers. As seen in the results, the participants believed that encouraging learners' WTC is an important role for teachers not only during class but also outside the classroom. Next, the researchers provided a list of teaching strategies to facilitate learners' WTC found in the literature such as group size, cultural background, self-perceived speaking ability and class atmosphere. Then the 15 experienced teachers participating in the study were asked to identify which strategies they used and give examples of actual implementation. At this stage, the participants were also allowed to list other strategies which were not mentioned in the authors' list.

Similar to the Zarrinabadi's (2014) study, creating a conducive learning atmosphere is also one of teacher-participants' concerns in this study. The participants believed that being friendly and humorous helped build an enjoyable and comfortable classroom and reduce their students' shyness. Furthermore, in line with Zarrinabadi's (2014) findings providing sufficient time for students to be ready to speak is believed to have a positive impact on students' WTC. Additionally, they viewed providing positive feedback,

highlighting students' success and not correcting all mistakes would also encourage students' involvement and increase their self-confidence and self-perceived speaking ability. Since the classroom consisted of students from different countries, the participants mentioned organizing students into groups of three or four and sometimes mixing levels and nationalities as their grouping strategy.

In the next phase, five participants were chosen to be observed and recorded during their teaching to find out the interaction patterns which occurred in their class. Each participant was observed twice. From the classroom observations, it can be concluded that, in general, the teachers were able to establish a supportive, relaxing learning environment using various strategies and provide opportunities for students to speak. It indicates that the teachers, to a large extent, had successfully developed a rapport with their students.

Interestingly, Vongsila and Reinders (2016) also calculated teacher and students' talk time to find out whether a strategy utilized by the teacher was able to encourage students to participate. The researchers found that the amount of student talk time relatively increased when open-ended questions were used. This pattern applied across all observed classrooms. The advantage of using open-ended questions found in this study is in accordance with Nazar and Allahyar's (2012) study. The authors suggest that open-ended questions -asking for a reason, explanation, description and opinion- may invite further and greater responses from students. However, Vongsila and Reinders (2016) were concerned that the same focal students dominated the conversation and made the student talk time longer. That means, it was possible that other students kept silent and remained inactive.

A significant mismatch between the participants' beliefs and practice is regarding encouraging learners' WTC outside classrooms. Vongsila and Reinders (2016) did not find evidence that the teachers encourage their students to use English outside the classroom with their family, friends or online. The authors also suggest that despite the

use of various strategies and open-ended questions, the rapport between the participants and their students might be the most significant variable that provoked students' WTC. It should be noted, however, that this study was conducted in second language setting in which the use English outside the classroom is often necessary and compulsory and the opportunities to converse in the language are abundant. Moreover, the students were from different nationalities so that the use of English in the class became necessary and the group discussions were more likely to use English. Nonetheless, this study highlights importance of teachers' roles in establishing conducive learning environment which leads to increased students' WTC – a central tenet of study.

3.3. Summary

The main strands of this literature review will now be woven together in order to draw attention to the key features of beliefs and WTC pertinent to trainee teachers in EFL contexts, thereby being important to the present study based in Indonesia.

Despite the growing interest in studying teachers' beliefs, the term 'beliefs' has been difficult to define due to its 'messy construct' and proliferation of terms. However, it has been established in this chapter that relevant definitions denote beliefs as governing teachers' thinking process and practice, and filtering new information received by trainee teachers during teacher education programme. As beliefs are mainly constructed by teachers' learning experience, it can be anticipated that some aspects of their beliefs conflict with effective teaching concepts. Some studies point out that courses offered by the programme are unsuccessful in changing or modifying such beliefs as they are already firmly established by the time they attend the course. Some authors suggest that the teaching practicum could contribute to the changes or modifications of beliefs as it provides a challenging opportunity for trainee teachers to conduct the actual teaching practice. Clearly, trainee teachers need to cope with a number of personal and contextual factors within the real classroom and to evaluate their beliefs and practice. It

has been seen that the interactions between trainee teachers' firmly held beliefs and actual teaching practice are likely to develop some tensions. Nevertheless, the literature review indicated that the complex relationships between pre-service teachers' beliefs and their initial practice during the practicum have not been sufficiently investigated.

Regarding the concept of WTC, on the whole studies suggest that L2 WTC does not share the same characteristics as L1 WTC. L2 WTC is influenced by more complex variables and various motivations which cause significant differences of learning styles and the extent of learning attempts from one individual to another. The higher the level of one's WTC, the more opportunities she or he uses to initiate or involve in interactions using the target language. Thus, facilitating learners' WTC has been highlighted as a worthy focus of language teaching and research. Within the EFL context, in particular, it seems that classrooms are often the only place where students have opportunities to use their target language. Inside the classroom, despite some supportive cultural factors, there are also some unsupportive variables that may debilitate learners' WTC which can be due to certain cultural values embedded in the teaching and learning process. Importantly for the present study, it has been seen in the literature that the roles of teachers are significant since the teaching approaches they apply and even their personality may facilitate or debilitate learners' WTC. Investigating the influences of teacher-factors, therefore, becomes crucial in order to provide insights on the construct of L2 WTC. Unfortunately, teachers' beliefs about how they generate their students' WTC particularly in the classroom have not been researched; thus, this study proposes three question:

1. What are the trainee teachers' espoused beliefs about developing EFL learners' Willingness to Communicate?
2. To what extent do their espoused beliefs inform their practice?
3. To what extent does the teaching practicum influence their beliefs?

Having selected and presented the main literature in the fields of beliefs and WTC relevant to my context, the thesis will now proceed to explain and justify the research design and methodology underpinning the present study.

CHAPTER FOUR: RESEARCH DESIGN

4.1. Research paradigm

In the social sciences, paradigm is understood as 'a set of assumptions about the social world, and about what constitutes proper techniques and topics for inquiry. In short, it means how science should be done' (Punch, 2005, p.7). Researchers need to define their philosophical standpoint as it guides them to choose their method to achieve the aim(s) of their study and influences their ways of interpreting the obtained data (Guba and Lincoln, 1994; Creswell, 2003; Denzin and Lincoln, 2003; Mertens, 2010). The paradigms are distinguished based on 'an ideology concerning the nature of reality (ontology), a philosophical basis regarding the nature of knowing (epistemology) and various practical methods for studying phenomena (methodology)' (Duff, 2008, p.28). One's ontological and epistemological standpoints are inter-related in a way that a researcher's ontological assumptions shape her or his epistemological ones (Hay, 2002). Accordingly, those assumptions significantly influence the key components of one's research approach (including methodology and methods), positions in discussing the theories and approaches to social phenomenon, as well as knowledge to recognize others' philosophical stances (Grix, 2004).

The field of education, as a part of the social world, is constructed by people's experiences, perceptions and interpretations that underlie their actions and reactions (Pring, 2000). In terms of a classroom setting, interpretations are products of previous and present interactions, among others, between the students and their peers, the students and their teachers, and the students and their school environment, leading each of them to react differently towards an event. It is clear that human actors uniquely construct 'realities' and modify them through their practices and innovations in how things are done (Creswell, 2003; Bryman, 2008). Therefore, I would argue that the most effective ways to grasp the social reality would be through interactions with the people

so that one could value the meanings they develop. My point of view is in line with the concept of interpretivism and it shapes my decisions of how I conduct the present study.

To formulate knowledge, interpretivists are immersed with the participants within their natural setting to hear, see and experience the situation, which means interpretivists see an issue through the lenses of participants who experience it and are able to articulate it using their language in order to explore and understand their experiences and their interpretations about the topic under investigation (Radnor, 2002). The researcher gathers information in detail, then interprets the collection of information based on her/his experience, knowledge, skill and background in order 'to arrive at understandings and interpretations of how people create and maintain their social world' (Neuman, 2011, pp. 101-102). The features indicate that qualitative research strongly relates to interpretivism, as Ormston et al. (2014) argue:

'Natural science methods are not appropriate for social investigation because the social world is not governed by regularities that hold law-like properties. Hence, a social researcher has to explore and understand the social world through the participants' and their own perspectives; and explanations can only be offered at the level of meaning rather than cause' (p.24)

Furthermore, Richards (2003) asserts that a qualitative research approach is 'a person-centred enterprise and therefore particularly appropriate to our work in the field of language teaching' (p. 9). As the focus of this study was on the construct of trainee teachers' beliefs and practice regarding English language learners' communication skills, the research was best conducted using a qualitative approach. The prominent account of the approach is its potential to reveal the lived world and human actors in their own context. Thus, investigating trainee teachers in their natural setting and grasping the meanings and significance of their stated beliefs and practice 'from the perspective of those involved' (Richards, 2003, p.10) would be able to enhance the knowledge about the phenomenon under study.

4.2. Research methodology: The case study

In general, a case study approach aims to investigate a particular aspect of a complex phenomenon (Gall et al., 2007). The aim was in line with the present study as it attempted to investigate trainee teachers' beliefs, particularly about developing learners' communication skills in English, which was part of a broad concept of beliefs system. Multiple sources of data namely classroom observation, interviews with participants, and field notes (Robson, 2011; Yin, 2014) were employed to gain a holistic understanding about the focus of the research. This study involved three trainee teachers and their students and was conducted in their natural setting which was during trainee teachers' teaching practicum to obtain 'a first-hand sense of what actually goes on in classrooms' (Eisner, 2001, p.137) and in daily interactions.

The case study method, one of the qualitative approaches, has gained wide acceptance in the field of social studies. It allows researchers to investigate one or more examples of a complex phenomenon in participants' real life or natural setting and by using multiple research tools; thus, researchers may generate rich data which would provide in-depth insights and a holistic understanding of a complex phenomenon to improve practices (Jupp, 2006; Cohen et al., 2007, Dörnyei, 2007). In terms of researching teachers' beliefs and their teaching practice, case studies have significantly demonstrated their suitability to explore the topics and develop in-depth results which contributed to an increased understanding about teachers' perspectives about a particular aspect in teaching and how they influence their teaching practice, for example about teaching grammar (Farrel and Lim, 2005; Phipps and S.Borg, 2009), teaching reading (Farrel and Ives, 2014), and communicative teaching (Tajyasanant and Barnard, 2010). In order to understand a particular element in a phenomenon, researchers need to start by selecting one or more cases precisely and is recommended that only a small number of participants are involved so that they are able to study the participants intensively in order to gain wider access to the participants' perspectives.

Experts have placed case study approaches into several categories. Stake (2005) uses three different classifications: intrinsic, instrumental and multiple case studies. He explains that intrinsic case studies are undertaken to understand particularity. Instrumental case studies are mainly to 'provide insights into an issue or to redraw a generalization' (Stake, 2005, p.445). Multiple case studies or collective case studies help understand several cases which 'may or may not be known in advance to manifest some common characteristic' (ibid., p.446) and are expected to 'lead to better understanding and perhaps better theorizing, about a still larger collection of cases' (op.cit.). From Stake's definitions, this study had features of both intrinsic and multiple case study. The intrinsic features of the current study were indicated by my intention to investigate a specific case (the three trainee teachers' beliefs about developing learners' communication skills and their teaching practice), and at a particular period of time (during the teaching practicum) in a particular context (a high school in a city in West Java Province, Indonesia). Additionally, as it involved three trainee teachers as participants whose beliefs and teaching approaches were differently articulated and performed, this study can also be utilizing multiple case studies.

Furthermore, Yin (2014) classifies case study into descriptive, explanatory and exploratory. Descriptive case studies are set to provide a description of the case in a narrative account. Exploratory studies aim to initiate an analysis of an event which will be deeply investigated in further research; in other words, an exploratory case study functions as a pilot to explore any phenomenon in the data. Explanatory case studies are conducted to explain the reasons behind the investigated phenomena by closely examining the data at a surface and deep level and to test theories (McDonough and McDonough, 1997; Cohen et al, 2007; Yin, 2014). Based on the definitions, the present study could be categorized as all three types. According to Yin (2014), overlapping types are possible when conducting a case study. This study is descriptive in nature because it offers description of trainee teachers' stated beliefs, actions and events which occurred in the classroom during the fieldwork to identify any influences of their beliefs to their practice, and vice versa, which resulted in the changes or modifications to beliefs

and practice. It also an exploratory case study as it investigates Indonesian trainee teachers' beliefs and the extent of impacts of their held beliefs to teaching practice and vice versa in correspondence to English language learners' L2 willingness to communicate (WTC). Additionally, the present study is explanatory because an explanation is sought regarding the relationship between beliefs and practice, and the changes in these two aspects.

It is possible that the results of the present case study might be challenged by the questions regarding its representativeness and generalizability. To respond to these questions, various arguments can be proposed. For example, Yin (2003) points out that actually a case study can be applied more broadly '...as a template with which to compare the empirical results of the case study. If two or more cases are shown to support the same theory, replication may be claimed'. (p. 31). However, Drake and Heath (2011), identify that a case study may not aim to be generalizable, but the results of the study are significantly valid as they 'have the very great strength that they are based on empirical data that is gathered through observation' (p.42) and aim 'to (re)present as nearly as possible a 'reality' of the research context' (ibid.,p.43). Providing further support, the following suggestions by Denscombe (2010) comprehensively sum up arguments that can be used to defend case study findings against criticism on generalizability:

1. Although each case is, in some respect, unique, it is also a single example of a broader class of things;
 2. The extent to which findings from the case study can be generalized to other examples in the class depends on how far the case study example is similar to others of its type;
 3. Reports based on the case study include sufficient detail about how the case compares with others in the class for the reader to make an informed judgment about how far the findings have relevance to other instances.
- (p.60)

Based on the above discussion, I would argue that case study findings, to some extent, might yield the same results in the following situations: when the studies that investigate the same focus employ the same approaches, involve the same types of participants

and are conducted within a context which shares similar characteristics. The results of the current study could be an instance of other Indonesian trainee teachers' beliefs who conduct their teaching practicum in state-run primary schools, particularly in West Java Province, Indonesia. The features of the trainee teachers including their language learning experience, the system of education applied in their teacher training programs, and the characteristics of the school in which they conduct their teaching practicum would play a significant role in deciding whether or not the findings obtained by this study would be applicable elsewhere. However, regarding the issue of generalization of case study findings, it is important to note that 'damage occurs when the commitment to generalize or to theorize runs so strong that the researcher's attention is drawn away from features important for understanding the case itself' (Stake, 2005, p.448).

All in all, in the light of the discussion above, the justification for the use of case study approach in this study was that it would allow an in-depth study through closely investigating a small number of participants in their own setting.

4.3. Research participants

Choosing sampling is a crucial stage in a study since it inevitably defines the quality of the research. Consequently, there are some key elements that should be considered in determining the participants of a study, for example participants' capability to provide access to enough data in order to address the proposed research questions, and their feasibility in terms of money and time (Mason, 2002). Based on the considerations, the purposive sampling technique was employed in this study. As Dörnyei (2007, p.126) suggested:

'Qualitative inquiry is not concerned with how representative the respondent sample is or how the experience is distributed in the population. Instead, the main goal of sampling is to find individuals who can provide rich and varied insights into the phenomenon under investigation so as to maximize what we can learn. The goal is best achieved by means of some sort of 'purposeful' or 'purposive' sampling'

aThree female trainee teachers who participated in this study were in their third year of teacher training and doing their practicum in Year 10 classes in the same high school in Kuningan Regency, West Java Province. They were born in Indonesia and native speakers of Bahasa Indonesia and Sundanese, one of the local languages in West Java Province. All three started learning English when they studied in Year 7. Although the trainee teachers did not represent the full diversity of potential participants, they fulfilled certain predetermined criteria to participate in this study as follows:

1. Having a good academic result;
2. Conducting practicum in a high school located in the city which has easy access from where I stayed whilst collecting the data;
3. Being willing to participate in the study;
4. Having permission from their university supervisor and cooperating teachers to participate in this study;
5. Having permission from the principal of the school in which they conducted the practicum for the researcher to collect data.

Two trainee teachers were assigned to teach five classes and one taught four classes which consisted of 35 to 40 students each. Before the data collection began, we agreed to use four classes of each trainee teacher during the process of data collection. This study also involved all students of Year 10 in class observations and some of them volunteered to be interviewed in groups. There were seven groups with a total of 40 students interviewed. It should be noted that they were selected without any preferences given to their background, gender, or academic results, but merely based on their willingness to participate and time availability. As the result, there were differences in general profiles of each group interview in terms of, for example, composition of male and female students and level of English proficiency. Each trainee teacher and the head of the class helped me list the participants of the group interview and circulate the consent form.

4.4. Research tool

Deciding on suitable data collection methods in a study is a challenging step; as Denscombe (2007) said, it is a matter of 'horses for courses' (p.134). He further asserts that 'none of the possible methods for data collection can be regarded as perfect and none can be regarded as utterly useless' (ibid.). In order to answer the research questions, I collected data by applying several research tools: face-to-face interviews with the participants conducted in two types: individual interviews with the trainee teachers and group interviews with their students. There are three phases of interviews with the trainee teachers: first, the preliminary interview; then, the stimulated recall interviews and finally the follow-up interviews. The data were also obtained from the class observations which were recorded and noted.

4.4.1. Classroom observations

Observing actual teaching practices was essential in an attempt to understand teachers' decisions taken in their own teaching context and their behaviours and interaction with their students. Generally, observations can be understood as an act of looking, listening and recording an event as it is happening in order to obtain first-hand data from the natural setting (Patton, 2002; Robson, 2002; Cohen et al., 2011; Silverman and Marvasti, 2008). The conducting of observations reflects the principal characteristic of interpretivism which is understanding the meanings of the observed aspects from the perspectives of those who are observed. Additionally, data gathered from observations can also be used to triangulate reports of classroom practices from teachers and students (Turner and Meyer, 2000). Yin (2009) elaborates that 'the interviewees' responses are subject to the common problems of bias, poor recall, and poor or inaccurate articulation' (p.109); therefore, data taken from classroom observations are essential to corroborate interview data.

Some schemes have been developed and used to assist researchers in observing trainee teachers' approach and interactions with their students during classroom activities, among them, Communicative Orientation of Language Teaching (COLT). This scheme was developed by Allen, Fröhlich and Spada in order to investigate the nature of L2 language proficiency and its development in classrooms (Allen et al., 1984). The scheme is divided into two parts: the first part captures classroom activities including activity type, participant organization, content, student modality and material; and the second part describes communicative features including use of target language, information gap, sustained speech, reaction to code or message, incorporation of preceding utterances, discourse initiation, relative restriction of linguistic form (Allen et al., 1984, pp.234-243). Since I intended to conduct semi-structured observations, prior to the study I jotted down some important elements as guidance. I found COLT was a helpful reference in making the list of aspects that should be taken into consideration when conducting classroom observations for the current study, but since observation schemes including COLT set a predetermined structure, they were restrictive in nature. The scheme needed to be modified in order to meet the purposes of the research, the literature sources and the data gathered from previous activities. Based on this consideration, I modified the list of classroom observation factors (see Appendix 6) that helped me be aware of a number of teaching elements. The list includes focusing on the language used by the teacher during the class when she explained the lesson, gives instruction to do an activity such as to open a certain page on the book, and conversed with the students. It also focuses on the type of activities instructed by the teacher whether the activities encourage the students to use their English or not.

4.4.2. Interviews

The current study employed interview as one of the data collection tools since it was in line with my ontological and epistemological positions. My ontological position supports the notion that 'people's knowledge, views, understandings, interpretations, experience and interactions are meaningful properties of the social reality which your questions

seek to answer' (Mason, 2002, p.63); while based on my epistemological position, as being informed by my ontological position, I believed that the most appropriate method to generate data in this study was through interaction and conversation with my participants, which meant I needed to ask them questions, listen to them, and try to understand their worlds through their own eyes. Interviewing is regarded as 'a highly attractive alternative for the collection of qualitative data' (Bryman, 2004, p.312), especially if the researcher(s)'s concern is mainly about the meaning of ideas, intentions, values and beliefs of the interviewee(s) (Pring, 2000, p.39).

Interviewing people has become a common practice and even a fundamental part in social science study. It is well documented that 90% of studies conducted within this discipline generates data by employing interviews between the researcher(s) and member(s) of the public (Fontana and Frey, 2005; Wooffitt and Widicombe, 2006; Briggs, 1986, cited in Mann, 2011). This phenomenon, according to Atkinson and Silverman (1997), occurs since the interview is a common activity within the society we are living in: an 'interview society' in which 'interviewing' other people and 'being interviewed' for various purposes is unavoidable. Additionally, as Sarangi (2004) sums up, interview in a variety of formats are 'everywhere, and they fill our lives' (p.65). Experts claim that interviews are a useful and powerful research method to explore participants' responses and investigate their identities, experiences, beliefs, attitudes, views, facts, feelings and understanding toward certain issues. Specific issues emerging during the study or responses given by the participants can also be followed up (Fontana and Frey, 2000; Wellington, 2000; Denscombe, 2003; Patton, 2004; Talmy, 2010).

As interviews mainly aim to obtain detailed information and may address sensitive issues (Denscombe, 2003), the answers to research questions may not be sought by quantifying the data, rather by attempting to gain insights from interviewee(s)' life story through their own words (Kvale and Brinkman, 2009). Through interactions between the researcher(s) and the participant(s), the researcher(s) would be able 'to get access to

what is inside a person's head' (Tuckman, 1972 as cited in Cohen et al., 2000,p.268) or, in other words, 'to reveal the personal, the private self of the subject' (Atkinson and Silverman, 1997, p. 309). Interviews provide opportunities not only for the researcher to obtain knowledge about participants' world through the eyes of the participants themselves, but also for the participants to speak for themselves.

Semi-structured interviews were considered as the most appropriate tool to pursue the purposes of the study and meet the needs in data collection. The informal and flexible style of this type of interview supported me to generate more elaborate and richer data than those generated by rigidly structured interviews (Dörnyei, 2007). Gillham (2000) endorses the semi structured as 'the most important form of interviewing in case study research' (p.65) and claims that 'it can be the richest single source data' (ibid.). The nature of semi-structured interviews allows both the researchers and the interviewees to develop unexpected themes and issues (Mason, 2002; Cohen et al., 2011; Denscombe, 2010). It provides access to investigate the participants' reasons for their verbal and non-verbal behaviours, ideas about certain issues related to the topic of the study, feelings and perceptions about the past, present and future events.

The main purposes of conducting interviews to collect data in this study were threefold: first, to elicit student teachers' understandings and beliefs about generating students' willingness to communicate (WTC); second, to further investigate issues identified during classroom observations (e.g. to what extent their stated beliefs inform their teaching practice) and third, to find out what impact the teaching practicum had on their beliefs. All interviews were carried out in mixed languages: Bahasa Indonesia, and sometimes in the local language, Basa Sunda (Sundanese). I believe that the use of daily language resulted in rich data (Esposito, 2001) as it allowed the participants to express themselves more freely, fluently and confidently articulate their ideas (Rossman and Rallis, 2016).

I conducted five types of interviews in my study: first, pilot interview; second, preliminary interview; third, stimulated recall interview (SRI); fourth, students group interview (SGI) and fifth, follow-up interview.

Semi-structured interviews require piloting or initial sampling (Gillham, 2005; Dörnyei, 2007) which provides opportunities for researchers to ensure the feasibility, clarity and usability of the elements in the interviews such as schedule, protocol, questions and probes (Wallen and Fraenkel, 2001). As a result, researchers would be able to change or modify interview schedules that are inappropriate, too complicated to ask or time consuming and they would also be aware of any possible ethical issues that could be encountered (Gillham, 2005) so that the actual research can be conducted as it is intended.

In conducting the interviews, I was guided by the semi-structured interview features proposed by Gilham (2005, p.70). The first draft of the introduction interview schedule included participant's English learning experience, the present study in the faculty of teachers training and education, the practicum context and their planning for their future teaching career. The following samples of questions were asked in the pilot interview:

- Do you think it is important to be able to communicate in English? Why?
- As a trainee teacher, what have you already done/ will you do to support your students' communication skills improvement?
- What do you think about your students' English communication skills in general?
- How do they usually respond to your teaching?

Based on the results of the pilot interview, I prepared a list of questions to be asked of all those involved covering the following topics: participants' learning experience, their understanding about communication skills and their ideas to develop the skills (see Appendix 5). The questions were *open* in nature: that is the direction or character of the answer is open. Some supplementary questions were also prepared to be prompted if

the participants had not dealt spontaneously with one of the sub-areas of interest and *probes* were used when there was more to be disclosed at a particular point in the interview. Each interview lasted for 30-45 minutes and took a place within school premises.

Furthermore, I decided to conduct stimulated recall interviews (SRI) in order to allow 'the respondents to vocalize what is/ was going through their minds when making a judgment, solving problem or performing a task' (Dörnyei, 2007, p.147). Lyle (2003) states that SRI has been proven beneficial in researching teachers and teaching, including 'in capturing the complexity and subject specificity of classroom interaction' (p. 874). SRI also offers mutual benefits for the researcher(s) and participant(s), especially in terms of teacher development (Wang and Seth, 1998; Lyle, 2003) which may lead the teachers to recognize their responsibility for their own development, to provide them insights of their own teaching context, and to build a more supportive and trusting relationship between the teachers and the researchers. Tayjasant and Barnard (2010: p. 285) contend that SRIs also function as dialogues 'to match the perceptions of the observer with those of the actors so as to co-construct mutual understanding'. In this study, in particular, SRI encouraged trainee teachers to explain their decisions or behaviour during their teaching practice based on pedagogical knowledge and previously evaluated experiences rather than assumptions or common practice.

This study does not view the participants as mere reporters of their practice, but involves them as evaluator of their own practice; therefore, the fundamental part of this type of interview consisted in opportunities for the participants to self-monitor and self-evaluate and, particularly, to clarify some specific moments of their teaching practice. It is important to not only recognize the changes or modifications which occur regarding the participants' beliefs, but also to understand the participants' reasons for taking certain actions and avoiding others. To do so, SRI should be supported by the use of a stimulating element which may help the participants to recall their previous teaching activities and their decision-making (Gass and Mackey, 2000; Fox-Turnbull, 2011). The

element can be a video of the participants' performance or their written work, audio recording of their speaking, or pictures which can be used to trigger recall and reflection in these sessions. (Fang, 1996; Gass and Mackey, 2000; Dörnyei, 2007). The presence of these supporting devices is essential; as Gass and Mackey (2000) point out, 'the theoretical foundation for stimulated recall relies on an information processing approach whereby use of and access to short term memory is enhanced, if not guaranteed, by a prompt that aids in the recall of information' (p.117). As a means of stimulation in SRIs I conducted, I used the videos of the participants' teaching activities which I recorded during the observations.

SRI depends on its participants' memory about their teaching performance on a particular time that the researcher wishes to explore. If there is a long interval between the teaching activity and the SRI, there is a risk that the participants' capability to recall it is low and their statements are no longer valid. This means that setting the time to conduct recall interview has to be one of main concerns in preparing SRI. The time gap should also be sufficient for participants to watch and consider her or his taped classroom teaching video before conducting SRIs (Rowe, 2009). Calderhead (1981) notices the possibility of participants' anxiety when watching the records of their teaching performance and suggests that the participants take the videos and watch them before being interviewed; therefore, time allotted for the participants is necessary to provide the participants with 'some degree of choice on the topics under discussion' (ibid.,p.427) and 'giggle time' watching part of the recording informally before moving on to serious questions' (Pirie, 1996 cited in Rowe, 2009, p.428).

Additionally, I conducted students' group interview to find out students' general opinions about the trainee teachers' performance and to clarify the students' particular actions or responses I noted or those which were captured in the videos. By interviewing some participants simultaneously in a group, the researcher can save time rather than conducting individual interviews (Bryman, 2004; Cohen et al., 2007). Other advantages of group interviews are, perhaps, generating valuable insights from interactions among

participants whose own opinions both varied and converged within the groups depending on the issues. Participants' awareness of certain aspects that they would not realize individually was also raised. As stated by Arksey and Knight (1999), having more than one participant in an interview may serve as a cross-check because 'one can complement the other with additional points leading to more complete records' (cited in Cohen et al., 2007, p.373), for example, the participants may respond to, clarify or extend other participants' answers or opinions. On the other hand, there are some weaknesses of this research tool that need to be taken into consideration. Hedges (1985) points out

'First, groups typically provide less opportunity to follow through with an individual. Second, in groups there is a risk that some pressures will condition responses in an artificial way. (...) Third, people sometimes feel constrained in what they say in front of their peers. (...) Finally, it is organizationally more difficult to get a given number of voluntary participants to one spot at the same time for a group...' (pp. 74-75).

Cohen et al. (2007) also compile some possible problems that may emerge in interviewing a group of participants including possible domination by one participant, participant's reticence in front of others, perhaps, because she or he has different opinions from others and the tendency to withhold information. To anticipate and minimize the risks caused by any possible emerging problems, I set some requirements prior to the interviews: First, I considered students' availability and convenience in deciding the time and venue of the interviews, and only those who agreed to participate voluntarily were involved in these sessions. All interviews were conducted within school premises and after school hours. Second, I assured the students that the results were anonymised and confidential. Third, I stated some rules at the beginning of each interview such as: the participants had to respect others' opinions, listen while one of them was speaking and keep the confidentiality of the conversation. I also assured all students that they would all have their opportunities to express their opinions.

4.5. Gaining access to the research context

As I had limited time to carry out the fieldwork, good cooperation and easy access provided by prospective participants namely the trainee teachers, the university supervisor, the cooperating teachers and the principal of the school from the early stage of the fieldwork were considered as crucial points in taking the final decision regarding the participants and site of the study. This is in line with Cohen et al. (2007) who highlight the importance of gaining access to and acceptance by the research participants in the initial stage of the research project because 'it offers the best opportunity for researchers to present their credentials as serious investigation and establish their own ethical position with respect to their proposed research' (p.55). Based on those factors, I decided to conduct my study in my own hometown. I benefited greatly from this decision as I already had a good relationship with the university supervisor, cooperating teachers and the principal of the school. The university supervisor was a former colleague when I taught in the university, while the three cooperating teachers were my classmates during my master's and the principal is my cousin. Since I stayed in Exeter, United Kingdom and all prospective participants lived in Indonesia, the initial contacts were done through an instant messenger application.

As a preliminary step, I contacted Budi, the university supervisor, to have information about the teaching practicum and explain about my study. Having been informed about the research, Budi was willing to help me manage the preparation for the data collection. After the list of practicum placements and the schedule were announced, he informed me that he was assigned to supervise three trainee teachers who would do the practicum in one of the top three high schools in the city. The features of the trainee teachers and the school fulfilled the criteria I set previously. Budi organized a direct access for me to contact the trainee teachers he supervised. The three trainee teachers agreed to participate in this research after receiving a brief explanation. The next step was to contact the key personnel at the school to explain that my intention was to collect

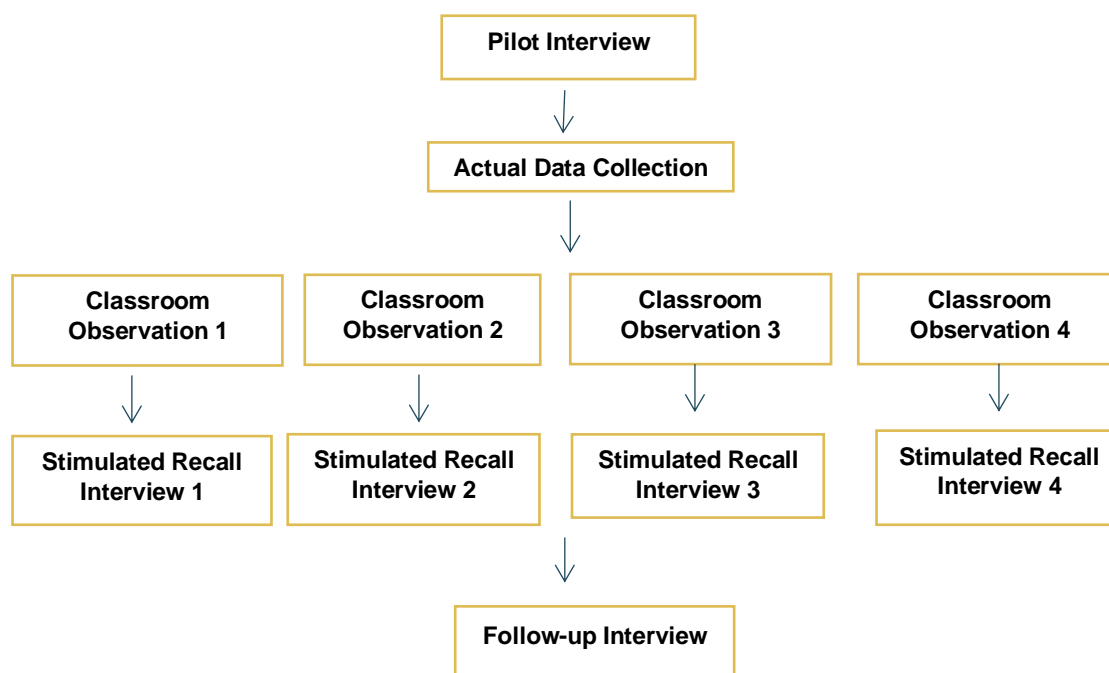
data for my research. Fortunately, they were also willing to provide any support I would need during the data collection process.

Permission from all key people had been granted more than one month prior to the fieldwork. There was no complicated procedure as I had anticipated due to the common bureaucracy applied in my country. In addition to that, in an informal conversation with one of the cooperating teachers during the introduction sessions, she assured me that the students would fully cooperate with me and the school authority allowed me to interview the students after the school hours and within the school premises. Although I had already secured their permission, adherence to the ethical standards applied in the UK was also required.

4.6. Data collection procedure

After I received the email regarding Ethics application approval on October 11, 2016, I started the fieldwork on October 15 and ended in January 2017. The following diagram explains the procedure of data collection:

Fig. 4 : Data collection procedure



The following sections elaborate the stages of data collection:

4.6.1. Pilot interview

Due to limited time, I was unable to arrange a pilot interview with a participant who shared the same characteristics with the actual participants. Prior to data collection process, I piloted an introduction interview with a male teacher who has almost ten years of experience in teaching English for adults and who graduated from a private university majoring in English teacher training and education. After having a brief explanation about the topic of the study, the pilot study participant understood and was able to relate to the topic of my study.

From the interview I identified that some questions were too complicated to understand. Moreover, due to the many questions I posed, the interview lasted for more than an hour and I found out later that some questions were actually repetitive and unnecessary. Based on the pilot interview and the discussion I had with the participant, I revised the questions to be more effective and to potentially contribute to my understanding about participants' background in particular. Additionally, conducting the pilot interview allowed me to prepare other important elements such as initial contact, the flow of conversation, the probes, the closing of interview, the setting and instruments.

4.6.2. Preliminary interview (PI)

The next activity was to conduct the preliminary interview with each participant. The interview was conducted at the beginning of the fieldwork to serve the following purposes:

- To find out trainee teachers' academic background and language learning experience;
- To find out their beliefs about generating their students' willingness to communicate in English and ideas to develop it;

- To build familiarity and rapport between the researcher and the participants (Lyle, 2003; Dörnyei, 2007).

Thus, I attempted to build in casual conversation so that the participants did not feel tense. I also allowed them to ask questions about the process of data collection.

4.6.3. Classroom observation (CO)

When I arrived at the field, I found out that the trainee teachers were worried that my presence at school was a part of university supervision. Therefore, I needed to assure the trainee teachers several times that the classroom observations I conducted were not meant to give them a score and would never influence their grade for practicum. Additionally, I was not in the position to give them instructions on how to teach. To alleviate the anxiety, I always arrived early to school and spent time having casual conversations with the trainee teachers. This approach was effective to build rapport and eventually minimized the trainee teachers' nervousness of being observed. This is in line with Marvasti's (2013) statement that 'building and maintaining rapport is a key component of observational research' (p.357). The same approach I used with the students of the observed class. I understood that being observed could be inconvenient for some people; therefore, when I handed out the information letter and consent form, I had a chance to briefly introduce myself and answer some questions from them. I also explained that the main focus of the classroom observations was on the trainee teachers' performance. After all participants had been well informed about the study, they agreed on and signed the consent form prior to the field study. As I came to school every day, I often had chances to have light conversations with some of them during break time. It was helpful to make them become familiar with my presence. To minimize the effect of my presence in the classroom, I mounted my camera on a tripod and stationed it at the back of the class while I sat in the corner made notes. Coming to school early and on daily basis also gave enough time to be familiar with the school situation and to prepare the equipment to be used for the observations such as the

camera and its tripod. Notes and videotapes were expected to complement each other in providing data to understand the teaching process.

In conducting this method, I adopted the role as a non-participant observer, that is, 'conducting an observation without participating in the activities that you are observing' (Hennink et al., 2013, p.185). The role enabled me 'to capture the dynamics of participants' interactions with each another and with their work environment, and to do so over time, observing processes as they unfold' (Liu and Maitlis, 2010, p.3).

4.6.4. Stimulated recall interview (SRI)

Following the class observations, the video records and notes were discussed with the participants as a means of reflection through Stimulated Recall Interview (SRI). After each observation, I sent the video to the correspondent trainee teacher so that they could explain about their teaching performance during the interviews. Following the experts' suggestion, the SRIs were conducted no later than four days after the classroom observation to allow the trainee teachers and myself to watch the video. For me, in particular, the time interval was also used to prepare stimulating questions in case the trainee teachers did not provide any comments. However, due to their tight schedule (teaching preparation, administrative works, lectures, and campus assignments), all trainee teachers admitted they rarely had time to watch the video in a full version. I always asked them questions to invite their opinions and encouraged them to explain what they did in the classroom. I also told them that they were free to ask for repeating any scenes that they considered as necessary to comment on. Each SRI took approximately 45-60 minutes.

During their first SRI, on numerous occasions the trainee teachers could not provide simple reasons, let alone pedagogical ones, on why they had carried out particular actions. Some improvements were observed in the following SRIs as they, perhaps, were more familiar with the procedure and found it convenient to give any comments.

Although the later SRIs still involved some repetition of video scenes and probes, it was clear that they tried to articulate their answers, comments or explanations more actively and based on their analysis of their own teaching performance. Eventually, the three trainee teachers agreed that SRIs helped them understand their teaching context and improve their teaching. They used the ideas emerging from the SRIs as a source of discussion among fellow English trainee teachers.

4.6.5. Students group interview (SGI)

In the introduction session with each class, while I handed out the Consent Form, I told the students that I invited five of them to participate in the group interviews. I also explained that the interview would be carried out using Bahasa Indonesia, and scheduled at their convenience after school hours and within the school premises as suggested by the school principal and coordinating teachers. To list the volunteers from each class, I was helped by the trainee teacher and head of the class. As the study progressed, the number of participants of group interviews was not uniform as it was planned. From the seven groups, three groups consisted of five students, the other three groups consisted of six students, and the last group I interviewed had seven participants. I decided to involve more students in some SGIs to accommodate the students' enthusiasm to join in the interview.

As I audio-recorded all interviews, I needed to ensure that I would be able to recognize the participants during the process of transcription. To do so, I asked each participant to mention their names before they answered or gave opinions and not to interrupt other participants' talk. Fortunately, all participants were cooperative and committed to the rules so that all interviews were successfully conducted, even though the number of participants in some groups exceeded my expectation. Light and simple conversations before the interviews helped create a comfortable environment which encouraged the participants' enthusiasm and willingness to share their opinions about particular classroom activities or events which happened in the classroom.

Since there were three classes taught by two different trainee teachers simultaneously, one taught in the core class and the other was in the additional class, I interviewed the participants from the three classes about the two trainee teachers at the same time (see Appendix 3). Until the end of the practicum, I could not manage to interview students from the four remaining classes due to limited time and schedule mismatches. Fortunately, I had already collected sufficient data from the ten group interviews I carried out which, to some extent, contributed to my understanding about students' perceptions of the trainee teachers' teaching approaches.

4.6.6. Follow-up interview (FUI)

The follow-up interviews were conducted at the end of the teaching internship and after the practicum officially finished at the beginning of December 2016. The purpose was mainly to identify any changes to their beliefs and to confirm some data. All of these interviews were recorded using notes and some of them were conducted outside the school premises.

4.7. Ethical considerations

To conduct the data collection, sequential permissions and approvals are needed. In order to obtain ethical approval from the University of Exeter, where I currently study, I needed to follow the standard of research applied in the UK and had to ensure that the case study I was going to conduct fully complied with the Graduate School of Education guidelines on research ethics. This important attempt was not only to 'carry out our data generation and analysis morally, but also to plan our research and frame our questions in an ethical manner too' (Mason, 2002, p.41). BERA (British Educational Research Association) guidelines require a study to be conducted based on respect for all persons involved, knowledge, democratic values and the quality of educational research.

After the administrative process was completed, ethical approval was obtained from research ethics committee of University of Exeter. Before starting the data collection, it was crucial to inform all participants about the purpose and the nature of the study, and participants' rights of confidentiality and anonymity and that their participation must be voluntary which means participants could refuse to take a part in the study and withdraw at anytime. Accordingly, informed consent forms were handed out to all prospective participants: trainee teachers, students, university supervisor and cooperating teacher. Informed consent is a fundamental element in a study as it allows participants to take a part in a study without 'any element of fraud, deceit, duress, or similar unfair inducement or manipulation' (Berg, 2001, p.56).

I explained about my research plan to the trainee teachers, the university supervisor and the cooperating teachers through a messenger application before I obtained the ethics approval. For the students, I considered it was necessary for me to visit each Year 10 class one by one to introduce myself and explain about my study, including the classroom observations which would be video recorded, before I handed out the form. There were two types of informed consent forms for students: first, the form for classroom observation given to all students of Year 10; and second, the form for a group interview given to those who voluntarily participated in the interview (see Appendix 1). Since most of the students were 15 years old, their parents' approval was necessary. I made it clear that I could not start my study until all participants were willing to return the signed form as the proof of their consent. I had no difficulties obtaining informed consent from all participants as they had submitted the signed form before the data collection process began.

As a researcher, my main ethical responsibilities are: to cause no harm and to respect the rights of the participants (Denscombe, 2003) -not only within the process of the study but also after it was completed. In observing a classroom, I had to ensure that my presence did not disrupt the classroom activity or block the teacher and students'

moves. For the interviews, the participants had been notified that all interviews would be recorded and they did not object to the use of any recording equipment mentioned.

As stated in the informed consent, data in all forms and transcriptions are kept in a safe place and I am the only person who has access to the storage. Confidentiality of data provided by the participants and gathered from the classroom observations and interviews was guaranteed. All participants are referred to using pseudonyms.

The ethics approval document (see Appendix 1) indicates the research plan which could not be fully implemented due to, among others, limited time of fieldwork. For example, the document records my plan to conduct observations in 5 classrooms of each trainee teacher; however, the time available on the field was not sufficient to do so.

4.8. Data analysis

This study employs a thematic analysis method that is defined as ‘a method for identifying, analyzing and reporting patterns (themes) within data’ (Braun and Clarke, 2006, p.79). Thematic analysis offers flexibility as ‘it can be applied across a range of theoretical and epistemological approaches’ and ‘provides a flexible and useful research tool, which can potentially provide a rich and detailed, yet complex account of data’ (ibid. p.78). Unlike other data analysis methods such as grounded theory or discourse analysis, thematic analysis does not require theoretical or technological knowledge which can be an advantage for the early qualitative researcher as the method is more accessible (ibid.). In analyzing the data, Braun and Clarke’s (2006) suggest the six phases of thematic analysis:

1. Familiarizing yourself with your data including transcription of verbal data;
2. Generating initial codes;
3. Searching for themes;
4. Reviewing themes;
5. Defining and naming themes;

6. Producing a report

The following sub-sections explain my activities at each stage.

4.8.1. Getting familiar with the data

The process of analyzing data from interviews began with transcribing them, as Dörnyei (2007) states that 'the first step in data analysis is to transfer the recording into a textual form' (p. 246). I started transcribing after an actual interview had been completed since Gillham (2000) reminded the researchers to do so as 'your memory will help you in hearing what is on the tape' (p. 71). Furthermore, Dörnyei (2007, p.160) also notes that 'in qualitative research almost anything can be perceived as potential data'; therefore, I transcribed all recorded interviews because I did not want to miss any valuable information which might exist in participants' statements. I did all the process of transcription as a part of familiarizing myself with the data I gathered. This is in line with Braun and Clarke's (2006) idea that 'the time spent in transcription is not wasted, as it informs the early stages of analysis, and you will develop a far more thorough understanding of your data through having transcribed it' (p.18).

Transcribing interview records was time consuming; therefore, to avoid a considerable amount of translation work, I transcribed the data in their original language, Bahasa Indonesia and Basa Sunda (Sundanese), then analyzed them in the same language as suggested by Chen and Boore (2009). Additionally, although I tried to develop clear and articulate transcripts in the target language, not all the features of the talk, such as pauses, intonation, stress and emotional vocalizations were captured in the transcriptions. This was because the most important point in transcribing the data was to present the meaning of what the participants said, rather than how they said it (Richards, 2003; Kvale, 2007). The interview transcripts were typed and saved in a Word format. Then, they were stored in four different main files named Preliminary Interviews, SRIs, SGIs and Classroom Observations. These files contained some sub files in which I stored audio records, videos, transcripts and notes accordingly.

Next, I immersed myself in the data which means I read and reread the interview transcripts several times. Marshall and Rossman (2006) recommend 'reading, rereading and reading through the data once more forces the researcher to become intimately familiar with those data' (p.158). At this stage, I underlined some key information from the participants' answers (see Appendix 10). Identification of these keywords helped me to capture the essence of the transcripts and track the participants' answers more easily.

Later, after I attended a workshop on NVivo 11 for analyzing qualitative data, I decided to use the program. I imported all the written, audio and video data into the NVivo 11 application and continued my work using some features. According to the tutor, it is not necessary to use all features available in the software. NVivo users can pick any features that she/he finds important or most helpful. Although I found NVivo 11 was useful to organize and display the data from my study, I was fully aware that the software does not do the analysis process for the researcher (Basit, 2003; Wellington, 2015). As an analyst I was responsible for the whole process of analyzing the data.

4.8.2. Generating initial codes

It was quite confusing to distinguish between the terms used in data analysis, for example 'codes' or 'nodes' in NVivo, 'themes', and 'categories. According to Hammond and Wellington (2013) 'there is no single agreed approach to coding or even the terminology to describe the process; thus, terms such as 'codes', 'themes', 'categories' and 'labels' may be used interchangeably' (p.22). In this sense, analysts may have their own understanding about the terms, as Bryman (2012) observes. 'for some writers, a theme is more or less the same as a code; whereas for others it transcends any one code and is built up out of groups of codes'. Eventually, Bryman's (2012) definition of a theme helps me manage my analysis:

'a theme relates to his/her research focus (and quite possibly the research questions); that builds on codes identified in transcripts and/or field notes; and that provides the researcher with the basis for theoretical

understanding of his or her data that can make a theoretical contribution to the literature relating to the research focus' (p.580)

For this study, I used the term 'theme' to refer to the main theme that could stand as an independent theme or contain a group of nodes or sub themes (see Appendix 10).

In this stage, I reread the texts to find parts of them that were relevant to the research questions I posed and re-watched the recorded teaching sessions whenever the SRIs transcripts I read indicated that there was crucial moment that was worth noting and displaying in the findings chapter. Later, I followed Bryman's (2012) suggestion that in NVivo 'coding is carried out by applying nodes to segments of text'. At first, I developed more than 50 nodes. Then after I reread them several times, the number of nodes was reduced to 28 since there was some overlap. Then, the nodes were grouped under each participant's name as the source of the data. This strategy was employed to identify and track each participant's elements of beliefs and teaching practice, and to show the relationship between the two factors with greater ease.

4.8.3. Searching for, reviewing, defining and naming themes

The third, fourth and fifth stages were conducted simultaneously. The themes and their contents were reviewed, revisited and refined multiple times since I found that some themes contained irrelevant or overlapping sub-themes/nodes that needed to be removed, revised or readjusted. I spent a longer period on this phase than I planned since it always seemed that the themes and sub-themes needed to be revised or discarded. Auerbach and Silverstein's (2003) view it as a 'positive step, because it means that you are learning about your participants' subjective experience in a more nuanced way' (p. 62). Braun and Clarke (2006), however, warn the analysts that they need to know when the coding process should end and suggest 'when your refinements are not adding anything substantial, stop!' (p.21). As the final step, I grouped these themes based on each research question under each participant's name. This way of

managing the themes was helpful particularly when I wrote the presentation of the findings.

4.8.4. Producing the report

Braun and Clarke (2006) describe this stage as an opportunity for analyst to 'tell the complicated story of your data in a way which convinces the reader of the merit and validity of your analysis' and 'without unnecessary complexity' (p. 87). I started this phase by creating an outline of the chapter using the themes I developed. It was a helpful first step especially to develop an initial draft of my findings. It took time to choose suitable extracts to be displayed in the chapter as several examples of data often seemed to be equally important and representative. In this case, Hatch (2002) reminds analysts that they should 'provide excerpts from their data to give the reader a real sense of how what was learned played out in the actual settings examined' (p. 225). Thus, it was essential to choose extracts which highly supported the analysis I developed, related to the research questions I posed, were relevant to literature and created a chapter that was interesting to read. This stage also required a number of revisions as a result of discussions with my supervisor and the process of reading and re-reading the chapter.

4.9. Role of the Researcher

Qualitative study is generally carried out based on the researchers' interpretation and their relationships with the study participants which makes it prone to subjectivity. Describing who the researcher was and the relationships between the researcher and the participants would help the readers of the research report understand the procedures I arranged and the conclusions I drew.

I was one of the lecturers in the Department of Teacher Training and Education at a local university in my hometown for five years where the trainee teachers studied.

Although I did not teach them, they knew my previous job and addressed me as their lecturer. I also had experience of teaching young adult students in a cram school and in several private courses for thirteen years. On the one hand, I benefitted from the teaching background I had as I was familiar with the trainee teachers' training system and their teaching context which gave me valuable insights into what aspects should be investigated in this study; on the other hand, being completely unbiased about the trainee teachers' perspectives and teaching approach to encourage students to speak in English was not a simple matter for me.

I entered the field work with certain images of English language teaching practice which might influence my views about the participants' teaching approach. To keep a balance, for example, I often chose to ask questions and be a listener when I had a conversation with the participants especially in the scope of teaching rather than to give advices about their teaching practice or become involved in their teaching planning. Regarding this issue, Radnor (2002) states that 'the researcher cannot remove her own way of seeing from the process, but she can engage reflexively in the process and be aware of her interpretive framework'. Finally, I assure the readers that I went through all the research procedures and presented the report of this study as ethically and truthfully as I could.

4.10. Challenges and Limitations

Cohen et al (2000) argue that 'the view of research as uncontaminated by everyday life is naïve and simplistic' (p.4). I encountered some challenges and limitations during the process of the fieldwork which I summarized as follows:

1. As stated in the initial fieldwork timeline, I intended to start the data collection process starting day 1 of the teaching practicum in order to obtain the data about the trainee teachers' beliefs in their early stage of practicum. Unfortunately, I received the formal information about the practicum schedule only one week before the activity commenced on September 13, 2016. It was not possible for me to start the fieldwork on that date since I needed to finish the Ethics application process which

took me more than two weeks to submit. As the consequence, I could not pilot the interviews and classroom observations with non-participant trainee teachers since I could not find other trainee teachers who could voluntarily participate in the pilot study. Additionally, limited of time was available prior to the actual data collection. I used the results of the pilot interview I conducted in conjunction with books and journal articles as a reference for how best to conduct the data collection.

2. The room used by the trainee teachers and myself also functioned as a consultation room which was often packed with the students who had an appointment with their mentor teacher. Since I did not have any information about the consultation schedule, it became a problem when the consultation was carried out during an interview. To overcome it, I had to reschedule the interview or move to the school mosque. When an SRI was rescheduled, I endeavoured to minimize the time gap between the classroom observation and the SRI;
3. Due to the trainee teachers' tight schedule, as they had to attend lectures and do paperwork for their practicum, they admitted that they did not have time to watch the full video of their observed teaching; therefore, I had to prepare questions to invite their comments on their teaching performance and classroom situation and be ready to provide an alternative time for SRIs;
4. My background as a former lecturer in the trainee teachers' department, my current study and my daily presence at school inevitably made the trainee teachers consider me as one of the sources of answers to their teaching issues. To avoid intervention in their teaching practices, we discussed the questions and let them find the solution which fitted their classroom context. For example, if they noticed an ineffective classroom activity during the SRI, I encouraged them to reflect on some points such as their instructions, the classroom situation and the approach they applied and to analyze any ineffective elements. It helped them to recognize some factors contribute to the ineffectiveness and decide whether or not the activity should be modified or completely replaced when applied in other classes.

4.11. Trustworthiness and Credibility

Trustworthiness is defined as 'that quality of an investigation (and its findings) that made it noteworthy to audiences' (Schwandt, 2001, p.258); while credibility is 'one of the most important factors in establishing trustworthiness' (Shenton, 2004, p.64). Some procedures need to be followed in order to ensure trustworthiness and credibility in this study, as follows:

1. Prolonged engagement in the field (Creswell and Miller, 2000) to familiarize the researcher(s) with the participants and the context of the study and build trust among them. I started to communicate intensively with the trainee teachers, university supervisor and mentoring teachers long before the field work began. I spent six weeks in the field interviewing the participants and observing classes, and, apart from the formal research activities, I also had informal interactions with all participants especially with the trainee teachers as we shared an office room at school. This was essential to build trust among us and check the data previously collected to avoid misinterpretations.
2. Provide thick description by describing the participants, research context and research procedure enhanced the validity of the study (Guba and Lincoln, 1989). I tried my best to develop a clear and articulate research report for the purposes of the readers. The report of the study was also completed by descriptions of difficulties and challenges I faced during the research.
3. Triangulation of methods (Cohen et al., 2000; Creswell and Miller, 2000) which refers to the use of multiple data collection methods and comparing findings generated from the methods. I demonstrated the trustworthiness and credibility of this study by employing semi-structured classroom observations, interviews with the participants (trainee teachers, students, university supervisor and cooperating teacher) both formal and informal, and field notes. The different methods in this study were useful to check, recheck, confirm and validate the data. For instance, the data I collected from the classroom observations were verified through SRIs or follow up interviews with the trainee teachers and group interviews with the students. It indicates that the

data I obtained throughout the study had been cross-examined in a systematic way to present a comprehensive account regarding the phenomenon under study.

4. Audit trail which refers to 'keeping careful documentation of all components of study' (Carson, 2010, p.1103) was also implemented in this study. I kept field notes, interview transcripts, video and audio records that I used in this study carefully not only for the purpose of the analysis I conducted, but also for the readers to understand the logic of the research.
5. Researchers' critical reflexivity (Creswell and Miller, 2000) was important to bear in mind so that the researchers present information about themselves, the participants and the process of the study openly. This contributes to the validity and rigor of the study.
6. Member checking, as the term implies, is an opportunity for participants of the study to check the researcher's interpretation of the data given (Curtin and Fossey, 2007; Doyle, 2007; Carson, 2010). After I finished transcribing the interviews, I sent the transcripts to each participant for a cross check. In order to enhance the credibility of the data, I selected the trainee teachers' quotations which seemed to provide solid evidences to support my interpretations. The participants also had access to check the quotations and interpretations. In addition to that, the data were also reviewed and approved by a colleague who was also a doctorate student in the field of TESOL and carried out the same data analysis procedure.

I now proceed to the next chapter in which I present and discuss the findings of this study.

CHAPTER FIVE: FINDINGS AND DISCUSSION

5.1. Findings of the study

The findings presented in this section are organized in three general parts: the trainee teachers' espoused beliefs about facilitating students' WTC, the trainee teachers' actual teaching practice and their post-practicum stated beliefs. As a note, the data presented in the first part were collected from the preliminary interviews (PI), while the second part was developed from the data obtained from the classroom observations (CO), stimulated recall interviews (SRI) and students group interviews (SGI). Some findings from SRI along with the data from follow-up interviews (FUI) are presented in the third part. Because each participant has unique points of view, I organize the findings of the study case by case with each case comprising themes and sub-themes that emerged from the findings to capture the participants' unique cognition and teaching practice relevant to this study. Cohen et al. (2011) suggested that this approach when organizing the featured data 'preserves the coherence and integrity of the individual's response and enables a whole picture of that person to be presented' (p. 551).

The extracts from the data were chosen based on their representativeness about the participants' sources of beliefs, teaching practice, consistency or inconsistency of beliefs and practice, and the influence of teaching practicum on their beliefs. These extracts are featured as representative of participants' answers and classroom practices. Each verbal commentary made by the trainee teachers and the students displayed in this chapter will be indicated with quotation marks and followed by the information of the data source which contain the speaker's pseudonyms (e.g. Novie) and the event in which the comment was given (e.g. PI for Preliminary Interview). These data are separated by a comma. The following are the acronyms I use throughout this chapter:

R	Researcher
Events:	
PI	Preliminary Interview
SRI	Stimulated Recall Interview (1 to 4)
SGI	Student Group Interview (1 to 4)
FUI	Follow-up Interviews
CO	Classroom Observation (1 to 4)

The extracts of interviews use my translation since the interviews were conducted in Bahasa Indonesia (BI); while the extracts of classroom exchanges use the participants' own words and the utterances in BI are translated into English.

The data gathered from the classroom observations are presented in their original language and the translation is attached to them, while descriptions of participants' actions will be written in English. Each line is also numbered to easily indicate the sentences or actions discussed. The quotations, excerpts and description of classroom events presented here are partial and selected based on their significant relation to the research questions. Whilst proceeding this way, I am fully aware that the data I reported in this section are based on my own perspectives. The analysis of the findings organized according to themes, sub-themes and key

5.1.1. The trainee teachers' espoused beliefs about facilitating students' WTC

The findings presented in this part were obtained from the preliminary interview (PI) that was conducted as the first phase of the data collection process. The trainee teachers, Hira, Radien and Novie, were interviewed once and individually to find out their views about teaching for communication skills development. It is important to note that PIs were conducted at the beginning of the third week of practicum; therefore, it is difficult to determine whether the beliefs they stated in this phase had existed when they entered the TEP. It can also be assumed that some parts of their espoused beliefs had already

been influenced by their interactions with some contextual factors including their peers and students. Based on this condition, the term 'initial beliefs' I use throughout this chapter refers to the beliefs stated by the participants in the PI. Four themes are developed from the PIs 1) teaching approach, 2) teacher's personality, tasks and roles, 3) teaching materials and 4) the use of BI and English that they believed as influential to generate students' willingness to use English in classroom interactions.

There are several findings that are shared by the three teachers, which is to be expected since they shared some general characteristics of their learning context and were enrolled on the same TEP and practicum site. These shared beliefs concern areas such as teachers' domination, the overuse of coursebooks, the rare opportunities for classroom exchanges in English, the excessive use of BI, and the understanding of a teacher's roles as an explainer, a transmitter of knowledge and a controller.

Case 1: Hira

Beliefs about teaching approach

Hira views the ability to communicate well in English as crucial nowadays and asserts that the main task of English language teachers is to facilitate their students' learning so that they could communicate effectively. Thus, she believed that encouraging students to actively communicate using their English was an inseparable part of language learning. However, the beliefs she brought to the practicum site were challenged by most students' low-level proficiency, reticence and tendency to avoid using English. To deal with the condition, Hira set two teaching foci: first, to equip the students with sufficient language knowledge based on the curriculum and, second, at the same time, to put the knowledge into practice to communicate.

Drawing upon her learning experience, Hira believed in the effectiveness of an explicit teaching approach, particularly in teaching grammar, to fulfil the first teaching focus. She contended that being taught using the approach, to some extent, contributed to her

linguistic knowledge development. Interestingly, despite being certain about the advantages of the approach, Hira recalled the 'traditional' teaching approach might cause boredom and demotivation due to constant teacher-fronted explanation and mechanical written and spoken exercises, including memorizing tenses and vocabulary. She observed that some of her teachers neglected the importance of going beyond 'pen and paper' exercises and were busy preparing the students for periodical tests and exams. As a result, she admitted her English language skills, especially speaking skills, were unsatisfactory despite years of learning. Therefore, in line with her second teaching focus, she believed that students' knowledge of language forms should be directly manifested in meaningful and engaging interactive exercises that would support the improvement of their communication skills. Her statements support Riggensbach & Lazaraton (1991) who contend that the primary indication of successful EFL/ESL learners is their ability to communicate effectively.

She intended to conduct 'nurtured speaking activities to accommodate students' level of English proficiency and their knowledge' (Hira, PI), ranging from easy ones, such as having small talk prior to the lesson as a warm-up strategy and performing rehearsed dialogues, to more challenging ones such as role play, presentation and classroom discussion. Hira mentioned that presentation and discussion activities would be useful to boost learner's confidence to speak in English as she herself experienced in the TEP she attended. She stressed that the choice of topic of discussions or conversations played an influential role in generating and maintaining students' interest and involvement. She stated, 'when students are interested in the subject, they tend to have positive views toward the subject and work on the challenges they face without feeling as if the lesson is a burden' (Hira, PI). According to her, it was necessary for a language teacher working with young adult learners to know about current news or trends among teenagers to be used as topics of discussions or conversations.

Beliefs about teacher's personality, tasks and roles

Hira believed that a teacher should possess good personality traits and display positive attitude towards students to create a supportive classroom for language learning. She valued creativity as an element a teacher should possessed. She was impressed by one of her high school English teachers who conducted various interesting and challenging tasks to practise the language, for example role play, lesson- related games and outdoor activities that were able to increase her motivation to learn. Additionally, the teacher also constantly motivated the students to take a part in the activities without being afraid of making mistakes. Hira recalled 'my teacher often said that it was okay if we made mistakes because we'd learn from our mistakes' (Hira, PI). As a result, more students became confident to participate in classroom activities and try to speak English. On the contrary, she indicated that language classrooms could be less conducive for the learning process and classroom interactions if the teacher was too strict.

'I had an English teacher who was really strict and scolded students who chatted or seemed not to pay attention when he was explaining. All students would sit quietly and, perhaps, some of us just pretended to focus on the lesson. The class was tense. Nobody dared to talk unless the teacher called her or his name. In fact, most of us wished the teacher didn't call our names because if we made mistakes, the teacher would think we didn't pay attention' (Hira, PI)

From this experience, she learned that although the class seemed to be in control, the learning process became ineffective since the students were afraid to make mistakes which hindered their active participation in classroom activities. She believed that a classroom could be managed without creating an anxious class atmosphere by using 'friendly' classroom management approaches such as talking to undisciplined students about their behavior and involving them in classroom activities. She expected that by employing this approach, she was able to not only control the class, but also maintain a good rapport with her students.

Beliefs about the use of BI and English

When Hira finished the high school (equivalent to British secondary school), she admitted that her English proficiency was still far from satisfactory in spite of the fact that she had spent 10 years learning the language. According to her, the domination of BI in most of her English language classes failed to create opportunities to improve her speaking and listening skills. Learning from the experience, Hira stated that she applied translation which allowed her to explain a piece of information in English then translated it into BI. Thus, students would be able to fully grasp the information through the explanation in BI and to have sufficient exposure to English as being demonstrated by their teachers.

Beliefs about teaching materials

Hira firmly believed that supplementary course materials and activities played an important role in encouraging students to participate as well as demonstrating the teacher professionalism. She contended, 'bringing useful and interesting materials to the class rather than sticking to the coursebooks would enrich the teaching and show that the teachers are diligent and up-to-date' (Hira, PI). Clearly, this aspect of beliefs was developed due to her disappointment towards one of her high school teachers who taught monotonously. She pointed out that her teacher's reliance on coursebooks had a negative impact on students' motivation because the lesson became 'predictable and unchallenging' (Hira, PI). Given her awareness of this aspect of her beliefs, she decided to compile her own teaching materials, including audio and video materials, from various sources. She argued that since she selected the materials based on certain criteria, such as usefulness, suitability and their potential to engage students, the materials made the lessons more understandable and interesting. The process of selecting the materials and designing the PowerPoint displays was also considered beneficial for her stating the following: 'it is useful to refresh my memory and add my knowledge about the topic as well' (Hira, PI). Related to this matter, Hira expressed her beliefs about the

advantages of using PowerPoint slides, particularly to encourage students' participation and reduce course-book reliance. Despite her rejection of coursebooks overuse, she mentioned that she still used the coursebooks whenever it was necessary, especially as the source of exercises.

Case 2: Radien

Beliefs about teaching approach

Similar to Hira, Radien pointed out that the absence of speaking practice hindered the improvement in her own language skills. Consequently, Radien faced difficulties when she entered the TEP which made her realize that knowing a set of rules of the language, albeit important, was not sufficient to communicate in English. The condition made her reflect on her learning experience. She expressed her positive view towards the use of a deductive grammar approach that contributed to her linguistic knowledge. Thus, she decided to adopt the approach in her actual class. She considered that language rules and structures should be explained explicitly and that students should memorize them to avoid mistakes in their spoken and written communication in the target language. Despite the possible advantages of adopting this teaching approach, Radien believed that they should not be conducted in isolation. She perceived that ample opportunities to practise and experiment with the knowledge given should be sufficiently provided 'so that they won't feel awkward when they need to use the language in any given situations' (Radian, PI). She stated that the language learning process should contain student-centred communicative activities which she understood as 'students actively participate in classroom interactions and the teacher provides the necessary support' (Radian, PI) and added that 'any unrehearsed communicative activities may increase students' confidence to interact in English and develop their skills to do so'. In the two-week teaching practicum, she put this concept into practice, for example by using the first part of the class to converse with the students. Although the responses from the students were often limited, Radien was confident that regular interactions would help encourage the students to use their English in classroom exchanges.

Beliefs about teacher's personality, tasks and roles

Radien believed that the teachers' pleasant personality positively affected students' willingness to focus on the lesson and reduced their anxiety. Her learning experience provided her with examples of an ideal teacher. She mentioned that the teachers in Year 7 and Year 10 were not only able to deliver understandable explanations but also to 'patiently and wisely handle the different types of students' and be 'humorous, friendly and helpful in and outside the classrooms' (Radien, PI). She gave an example of her English teacher in Year 10 who patiently guided one of the students who refused to use English. The teacher asked him which parts of the question he did not understand; then she gave the student some clues and time to arrange his answer. In the following classes, she kept involving the student to participate in the class activities. In addition to that, both of the teachers always showed their appreciation of students' attempts. Her teacher in Year 7, for example, always checked the students' work and gave useful feedback. She signed the students' book if they could do the exercise well, then appraised the students' work. Radien viewed the teacher's supportive manner as a key factor that increased students' motivation. Through her learning she developed a strong perception that to make a difficult lesson more understandable was essential, and it was also equally important to create a supportive classroom in order to make students interested in and enjoy the lesson. Radien contended,

'Students should get a better understanding after the class and come back to the class the next day with enthusiasm to know more. Creating a conducive learning situation is clearly one of teachers' big and crucial tasks' (Radien, PI)

Beliefs about the use of BI and English

Radien believed that the use of BI and English in the class should be proportional. She did not think it was appropriate yet to use English as the main language to deliver the

lesson in her context and BI was more useful especially during the explanation phase; however, it must not be used excessively. She explained, 'it would be useless for teachers to use English only all the time in the class because most students probably do not understand it, but on the other hand, using BI all the time would fail to enhance their language capacity' (Radien, PI). She thus decided to code-switch from BI to English during the presentation stage as she believed that it has some advantages: first, to make the explanation easier to understand; second, to maintain the flows of her utterances; and third, to enhance students' vocabulary in English. Additionally, she attempted to use English to give instructions for activities and during speaking exercises, among others. She observed that the students were already familiar with some expressions of instructions, for example, to open their books to a certain page, to work in pairs or individually, or to finish and submit their work. She also asked her students to use English for some routines, such as to ask for permission to go to the rest room or to borrow something. Through these simple steps, Radien expected the students to start to become accustomed to communicating in English.

Beliefs about teaching materials

Radien's beliefs about teaching materials were similar to those of Hira's. Radien believed that coursebooks provided useful materials and exercises that helped build learners' knowledge and skills since they were developed by experts. However, she rejected the teaching method that heavily relied on the content of coursebooks and mechanical written exercises. She was aware that coursebooks were often treated as mandatory, sole sources, and some teachers even held the book throughout the teaching session.

She argued that such a prescriptive manner of teaching might develop students' negative images about English lessons, considering it difficult, complicated and uninteresting. Additionally, it also deviated from the main purpose of language teaching, that is, to enable students to communicate in any given contexts. Furthermore, she

believed that the overwhelming reliance on coursebooks might be an indication of teachers' lack of creativity and efforts. Thus, teachers needed to 'go beyond the coursebooks by being open to other sources of relevant materials' (Radien, PI). As a manifestation of this belief, she compiled the teaching materials from various sources and displayed them using PowerPoint which she believed to be a useful aid in delivering the lessons. Although this aspect of teaching is similar to that of Hira, Radien made an interesting comment that although PowerPoint presentation might support teaching, how the teacher delivered the course materials played a crucial role. She said, 'a teacher might bring potentially useful teaching materials to class, but if she/he could not deliver it in an interesting and effective way, the materials would fail to draw students' interests and to involve them in their learning process' (Radien, PI)

Case 3 : Novie

Beliefs about teaching approach

Similar to her colleagues, Novie adopted two approaches in her teaching practice: first, the traditional teaching approach which aimed to transfer the knowledge, and second, Communicative Language Teaching (CLT) approach 'to put the knowledge into practice' (Novie, PI) which she simply defines as 'an approach to promote the active use of English, both spoken and written, throughout the session' (Novie, PI). She believed that engaging students in meaningful communicative activities would positively contribute to their skills improvement. She mentioned some classroom activities she had experienced as a student, such as retelling stories from a movie and role-playing, as assigned by one of her English language teachers were able to promote students' interaction in English and involvement in the meaning-making process.

Furthermore, she seemed to have a strong and positive opinion about an explicit grammar teaching approach. As a student, she adopted some techniques, such as memorizing grammar patterns, sentence structures and vocabulary, doing mechanical written exercises from various books and drilling pronunciation, as her way to learn

English independently. These methods helped her cope with English at school and improve some aspects of her English. Based on her learning experience, she had started to assign her students ten English words to memorize as a weekly assignment. She intended to ask some of the students to say the words and the meanings in BI. This assignment was perceived to enhance the students' written sentence and utterances.

Beliefs about teacher's personality, tasks and roles

Similar to the other participants, Novie believed that the teacher should display affective factors, such as a caring, friendly, approachable to develop and maintain a good rapport. She also emphasized the importance of showing interest in teaching and students because 'when the teacher looks passionate about teaching, somehow students' spirit will be lifted as well' (Novie, PI).

Having been frequently taught in a teacher-centred English language class herself, Novie became familiar with teachers' roles as 'controllers' and 'explainers', while students were in the position as 'receivers'. She viewed the top-down relationship typical in her class when she learnt English through two lenses. From the first lens, she understood that the role of 'controller' was necessary to manage large size classes and/or typically noisy and uncooperative classes in which teachers should clearly position themselves as the authority.

'We're talking about teaching around 40 students here, a common situation in most Indonesian public schools. The teacher needed to instruct the students to do this or that, to ask us questions, to ensure we really did the tasks and closely watch us when we were doing it so that the teaching process went well' (Novie, PI)

Embedded in her beliefs that teachers are the source of the knowledge is the reason why Novie also endorsed the role of 'explainer' employed by her school teachers.

‘In my classes, most of the students had a low level of English fluency. So it was quite understandable if the teachers explained the lesson in details. Besides, it was their job to do so. They certainly had the knowledge to share with the students’ (Novie, PI)

From the other lens, however, she considered that these roles potentially created a wider gap between teacher and students and could lead to an unsupportive learning atmosphere. Thus, these roles should be performed in balance with other supportive roles, such as motivator and facilitator for the use of the language in classroom interactions and activities.

Beliefs about the use of BI and English

Novie believed that the use of BI was more useful in her context considering students’ low level of English. Additionally, explaining a lesson in BI was easier for her. However, she was aware that the predominance of BI throughout the lesson might hinder students’ expected improvement. She recalled that her teachers only demonstrated the use of English for limited purposes -such as to read parts of the book or to give instructions- while most of the teaching was delivered in BI. As a result, most students were not accustomed to the use of English. Novie thus formulated a strategy to avoid excessive use of BI and keep the use of BI and English proportional by ‘using English as often as possible when explaining a lesson and giving instructions for activities, and conversing in English with the students’ (Novie, PI).

Beliefs about teaching materials

Similar to Hira and Radien, Novie also utilized PowerPoint slides as a key presentation aid which provided some advantages. Novie viewed that the use of PowerPoint helped maintain students’ focus on and interests in the lesson. She also compiled teaching materials from various sources. Different from her colleagues, Novie stated that relying on coursebooks should not be considered as a negative teacher feature. She recalled

being taught by some teachers who highly depended on the coursebooks, yet she did not perceive this to be problematic. Novie viewed coursebooks provided 'good explanation and various exercises designed by experts' (Novie, PI). She further argued

'Of course sometimes we need to add more information from other sources and be open minded to accept different ideas for teaching, but the book is developed to help teachers, so I don't see anything wrong if a teacher decides to use the book as the only source' (Novie, PI)

5.1.2. The trainee teachers' actual teaching practice

In this section I discuss the relationship between the trainee teachers' espoused beliefs and their actual teaching practice and possible factors that influence the matches or mismatches of the two aspects. Besides the data collected from the classroom observations, this section also presents the trainee teachers' explanations and clarifications stated in the stimulated recall interview (SRI) along with their students' comments during students group interview (SGI). Each case is divided into parts based on the stages they conducted in their teaching practice, namely the warm-up, the explanation and the exercise parts (see Appendix 4).

Case 1: Hira

The warm-up stage

Hira used the first phase of her teaching to hold a brief casual conversation by asking students about their activity on that day or to elicit students' knowledge about that day's lesson. She tried to involve students to participate actively in the exchanges by offering motivating words, calling some students' names or providing sufficient wait time. The pattern of exchanges occurred were IRE/F (Initiative, Responses, Evaluation/Feedback) in which Hira asked some questions and the students answered to her, then evaluation or feedback were given alternately. The interactions thus were teacher-fronted. Additionally, Hira tended to be inconsistent in using English. When her students

answered in or code-switched to BI, she often got carried away by continuing the conversation in BI. The following extract is from a recorded conversation which occurred in Class C about students' life goal which was intended to lead to that day's lesson focus -simple future tense:

(Extract 1)

Speaker(s)	Line	Original transcript	Translated transcript
Hira	1 2 3	Okay, tell me about your dream. What do you want...What do you want to be...in the future?	
Student D:	4	To be a popular person	
Hira :	5 6	Okay Any other answers?	
Student E:	7	I want to be happy	
Hira:	8 9 10 11	Okay Good, E Others? (Pause)	
Student F:	12	To have a wife	
Hira:	13 14 15	Wow, okay. To have a wife. Good, F. Ya, G?	
Student G:	16	<i>Jadi istri sholihah.</i>	To be a pious wife.
Hira:	17 18 19 20	<i>Jadi istri sholihah. Aamiin.</i> <i>Yang lain?</i> (calling some names) H?	To be a pious wife. Amen. Others?
Student H:	21	<i>Jadi guru Matematika</i>	To be a Math teacher.
Student I:	22	<i>Jadi guru Kimia</i>	To be a Chemistry teacher.
Hira:	23 24	<i>Beneran kamu mau jadi guru Kimia?</i>	Are you sure you want to be a Chemistry teacher?
Student I:	25	(Nods)	
Hira:	26	<i>Aamiin</i>	Amen
Student J:	27	<i>Ibu, cita-citanya apa, Bu?</i>	Ma'am, what do you want to be in the future?
Hira:	28 29	<i>Cita-citanya jadi orang yang sukses.</i> <i>Aamiin.</i>	To be a successful person. Amen.

(Hira, CO 3)

The extract shows that Hira's question was voluntarily and directly responded to by students D and E using short answers. After offering an opportunity to other students to answer (line 10), there was a short pause in which Hira was waiting for her students to provide an answer without being called. Commenting on this, Hira stated that it was her intention to give some time for the student to prepare their answer. The wait-time provided was able to encourage some students (F and G) to answer; but starting from line 16, the language used in the exchanges suddenly changed into BI after Student H replied using BI. Hira did not attempt to redirect or encourage her students to use English as their classmates did previously. The observational findings collected from several moments showed that Hira often switched to BI when she could not find the correct words or expressions to respond in a very short time. The excerpt also shows that she only asked one question repetitively and did not follow up her students' answers to promote more natural conversations. It was likely that Hira was not ready to facilitate a more natural exchange since she heavily relied on prepared questions.

In the SRI, Hira noted that she often missed the emerging opportunities to ask follow-up questions. Although she intended to create more natural exchanges, it often ended up with her taking control of the exchanges and/or reverting to BI. When asked to analyze the situation, Hira pointed out her lack of experience in handling large class sizes with the majority of passive students as the main factor attributed to the failure to create more engaging classroom interactions. Students' passiveness was evident in all four classes I observed. For example, from the whole exchanges occurred in Class C, it was noticeable that there was only a small group of students, not more than 10 out of 40 students, who participated in classroom activities by voluntarily answering Hira's questions or responding to their peers' answers in English. The rest of the class seemed to be reluctant to use English and to participate in classroom activities. Such a situation, to differing degrees, was noticeable in most observed classes and became the main challenge for the trainee teachers. Moreover, some students also demonstrated unsupportive acts to their classmates as described by one of Hira's students

'I really want to use my English since it is an English language class. I ask or answer the teacher's questions in English. Sometimes I talk to some friends in English, too. But some classmates - they stop me from using English. 'Don't use English', they say. They think I'm just showing off. So I use Bahasa Indonesia instead' (Nai, SGI 1).

In addition to that, several observed moments showed that some higher-level students seemed to test the trainee teachers' knowledge about English language and their level of fluency.

The findings reveal that Hira's beliefs regarding providing sufficient opportunities for students to communicate using the target language and her practice during the warm-up session were not fully congruent.

The explanation stage

Hira's beliefs about the adoption of explicit teaching approach to develop students' language knowledge were fully implemented, particularly in the first two sessions. She deductively explained the concept and rules of grammar; then reinforced a number of oral and written grammatical exercises to put the concept and rules into practice. This sequence was considered as vital to achieving language mastery. She strictly performed the roles as 'knowledge transmitter' and 'controller' who initiated and transferred the content, and managed the classroom activities, while the students were positioned as passive receivers and participants. Hira dominated the talk time, while her students only had minimal opportunity to talk. When the opportunity was given, the students were often only required to give short answers, sometimes only 'yes' or 'no', or simply repeat Hira's sentences. The following extract illustrated Hira's presentation of the simple future tense:

			mean?
Students:	41 42 43 44	(Students' different answers were recorded) Yes No	
Hira:	45	<i>Apa?</i>	What?
Student C:	46	<i>Secara spontan.</i>	Spontaneously.
Hira:	47 48 49 50	<i>Jadi dadakan. Ini tuh tanpa rencana. Sekarang ngomong, tapi sebelumnya belum dipikirkan</i>	This is an impromptu activity. Without planning. You say (something using 'will') means you don't plan (about the action you are going to do).

(Hira, CO 1)

As seen in the extract, for the first step Hira displayed the slide containing the objective of the tense; then she asked some students to read the slide and share what they understood from the display. Through these steps, she attempted to build students' consciousness by repetitively explaining the objective of the simple future tense, particularly when she obtained unconvincing responses from her students. The extract also shows a few attempts to utilize the direct translations as in lines 15-21 and 26-35. Lines 26-35 capture a moment when she tried to briefly explain the use of Simple Future tense in English, but some signs of hesitations, such as 'ng', pauses and sentence repetitions indicate that she was unsure with her own utterances. Watching this part during the SRI, Hira admitted that she was aware of her insufficient level of English fluency which caused difficulties in finding suitable words or expressions to deliver the lesson. This made her level of anxiety increase and she decided to use BI instead. SRIs 1 and 2 captured her uncertainty as to the best way to deliver a lesson. It seems that on one hand, she did not want to use BI too predominantly; on the other hand, it is likely she was indeed not confident enough with her English. It is noticeable that regarding the use language in the classroom, her practice did not completely mirror her beliefs as the use of BI was far more predominant than the use of the translation method.

Although she noticed the students' passiveness throughout the explanation session, she still expressed her strong beliefs regarding the effectiveness of this explicit teaching

approach in developing the students' linguistic knowledge and delivering lessons. Interestingly, Hira changed her approach to teaching grammar in the last two classes. It was observable that she tried to involve the students in constructing their understanding on the taught grammar points rather than explicitly and repetitively explaining the rules of the tenses. She started with eliciting the students' knowledge about the simple and perfect present tenses and asked some students to make sentences using the tenses. Then, she asked the students to analyze and translate the sentences followed by some mechanical exercises. When a student asked a question, she encouraged other students to answer. In the third SRI, Hira explained that she decided to change the teacher-centred approach into the more student-centred approach after considering the possibility of involving the students in their learning process because of the students' familiarity with the tenses (simple present tense). She expressed her satisfaction with the decision she made to change the approach since many students were willing to participate. Besides their familiarity with the topic, students' participation might also be due to the permission to use BI during the exchanges. When some students answered in English, Hira translated it into BI or asked the students to do so.

The students had different opinions regarding Hira's teaching approach. One of the SGI participants labelled Hira's teaching as 'boring and unchallenging' (Nai, SGI 1); however, to some degree, she could understand how the teaching style might be suitable for some of her classmates' learning preferences. On the contrary, Alia, who identified herself as 'not so good in English' (Alia, SGI 1), positively viewed the process of learning she experienced in Hira's class

'I'm not a fast learner, so I'm thankful Miss Hira explains the lesson patiently and clearly, so I can catch it better. When we do the exercises, Miss Hira is always willing to help us, give us feedback and even explain more if it is necessary' (Alia, SGI 1)

Adding to Alia's positive comment, Rina also viewed Hira's friendly character could reduce the gap between teacher and students which enabled Rina to consult her

teacher on the lesson-related problems she encountered. These positive comments revealed the students' appreciation of Hira's positive personality traits and attitude towards them. The good rapport between Hira and her students completely mirrored Hira's beliefs regarding positive teacher's attitudes.

Furthermore, it was observable that Hira seemed to strictly adhere to the PowerPoint slides throughout the explanation stage and some exercises. Her ideas that the use of PowerPoint slides guaranteed students' involvement, increased of interests and positive impressions of their teacher were not evident. In the SGI, the students said that they preferred their teacher to use PowerPoint rather than merely sticking to the coursebooks. They perceived the course materials displayed through PowerPoint slides provided more useful information to help them understand the topic. However, they did not agree with the statements that the use of PowerPoint *a/ways* encouraged them to participate in classroom activities or drew their interest in the lesson. Regarding any connection between the use of PowerPoint and the teacher's image as a professional, most of the students' answers suggested that it was how the teacher delivered the content of the lesson that largely determined students' opinions about their teacher's expertise. The availability of a projector at the school could be the main reason why Hira and her colleagues never tried to use other realia to support their teaching, even though the use of suitable realia might help draw students' interests and generate their willingness to use English. Regardless, this aspect of practice mirrored her beliefs regarding the use of relevant sources to enrich the lesson presentation, to avoid overreliance on the coursebook and to meet her students' preferences.

The practice stage

The sentence-creating exercise, in both oral and written form, was used as the first checkpoint of her students' comprehension on the lesson taught that day and preparation for the next task. During this exercise, Hira occasionally gave corrective feedback in order to help her students 'understand the lesson and avoid mistakes' (Hira,

SRI 2). She further mentioned that this exercise was also used by her teachers for the same purposes and with the same technique. As a learner, she admitted that by doing this exercise and receiving feedback, she improved her understanding significantly. She thus seemed convinced that her students would obtain the same advantages. This indicates that her previous learning experience developed her beliefs, and these beliefs directly influencing her enacted practice. This is in line with Sanchez's (2013) statement that teachers tend to apply the same teaching techniques employed by their teachers that they perceived as the effective ones. At the first observed class, Hira assigned students to make three sentences (positive and negative declarative, and interrogative sentences) using the future tenses. Some students voluntarily read their sentences, while others waited until Hira asked them to do so. A change in sentence-making activity was made at the second observed class as Hira attempted to try different type of activity to avoid students' boredom. She carried out a 'sentences chain' activity in which every student had to make a sentence which was a continuation of the previous one made by a peer next to them to create a story together. The first sentence was provided by Hira. From my observation, this activity was less effective than the previous one. It did not encourage students to participate voluntarily since they were only required to talk when they got their turn. Most students who had their turns did not pay attention to others' sentences and were busy with their own activity which made the class noisy. In addition to that, due to limited time given to each student to produce a sentence, many of them tended to make irrelevant, short sentences or to add only a piece of information to the previous sentence only to fulfil the task. For example,

(Extract 3)

Speaker(s)	Line	Original transcript
Student A	1	I will go to school tomorrow morning
Student B	2	I will go to school (sic) with walk
Student C	3	(Sic) I will meeting my friend
Hira	4	Meet. Verb without 'ing'. Remember.
Student C	5	Meet my friend.
	6	I will meet.
Hira	7	Good.

	8	Next.
Student D	9	I will study
Student E	10	I will see my teacher

(Hira, CO 2)

In the third observed class, Hira conducted another different version of the sentence-making exercise. She wrote a list of verbs and asked her students to make sentences in future tenses using one verb on the list. She planned the activity as she observed most of her students used the same verbs in their sentence such as 'go', 'sleep', 'eat', or 'read'. She anticipated that this form of activity would be able to encourage students to use different verbs in their sentences. This session was able to draw a higher degree of the students' interests since Hira gave a score to those who made a correct sentence.

In the fourth observed class, she performed another modification of the sentence-making exercise which was the snowball game. The procedure was as follows: Hira stood facing the whiteboard with her back to the students and took the first turn to throw the paper ball as the snowball to a certain direction. The position where the ball landed decided the student who had to answer Hira's question. The next round, the student had a turn to throw the ball after she/he answered the question. The following extract illustrates the exchange that occurred during the game:

(Extract 4)

Speaker(s)	Line	Original transcript	Translated transcript
Hira	1 2 3 4 5	(throwing the ball and it lands on Student A 's desk) A, what is your plan...mmm...what is your plan...or what is your dream in the next month?	
Student A	6	(answering in a very soft voice)	
Hira	5 6 7	(approaching A's desk, then walking back to the front of the class) Okay, A (sic) say, she is going to	

	8 9	study. <i>Iya kan?</i>	Right?
Student A	10	nodding	
Hira	11 12 13 14 15 16	She is going to study in the library (sic) in the next month, and then she (sic) dream (sic) she want to be a doctor (giving the snowball to Student A) Okay, A, please throw.	
Student A	17	(throwing the ball)	
Hira:	18 19 20 21	(asking a question to Student B) So do you have any plan (sic) on your life? (Providing wait time)	
Student B:	22 23	I am going to study for...for...exam...ya exam.	
Hira:	24	Oh ya, <i>bulan depan ya kalian ujian.</i>	Yes, you are going to have an exam next month.

(Hira, CO 3)

Similar to the previous activity, there were no significant attempts to develop a more natural conversation, such as giving follow-up questions. The extract shows Hira dominated the exchanges as seen in lines 5-9 and 11-16. In lines 5-9, instead of asking Student A to come forward and give her own answers, Hira chose to retell the answers to the class and later asked the students to come forward only to throw the ball. It indicated that the 'Snowball' game was actually a controlled speaking activity; thus, it could not be concluded that the students' participation was the sign of their WTC. As I observed, students' enthusiastic responses did not relate to practising their spoken English since most of the time the students only cheered and teased their peer who got the snowball in BI or Sundanese –their local language. Furthermore, some errors in Hira's utterances were also captured in the extract (lines 7, 12, 13 and 19). Hira was aware of some errors she made as she watched the video, but sometimes she realized her mistakes and self-repaired on the spot. She also admitted that she sometimes forgot some English words or pronunciation, or became confused with which structures or tenses she should use. Such difficulties often led her to use BI instead of English.

Although the changes she made to the sentence-creating activity, to some extent, showed her creativity and efforts to avoid students' boredom and increase their participation in the classroom activities and their use of English, they were not based on firm analysis of previous activities and pedagogical theories. Thus, they continued to lack communicative features and were not successful in encouraging students to use their English. When she was asked to self-analyze this activity, Hira acknowledged the absence of chances for her students to practise asking questions using the tense. She still seemed to be satisfied with the activity, particularly due to the students' responses in the activity -regardless of the pattern of exchange or the language used by the students or the relevance of their answers. She was also optimistic that more revisions and modifications would make this activity become a more communicative one, for example, by giving opportunities for students to ask questions and asking some follow-up questions. Similar to the 'original' version of the activity, on the spot corrective feedback was also given in all three 'modified' sentence-making activities. It was observable that most students were able to produce grammatically correct sentences. To some extent, it indicated that the purposes of adopting 'traditional' teaching were to enhance the students' language knowledge and to enable them to be confident in speaking English were realized. Unfortunately, as most available opportunities to communicate were controlled, it was unobservable as to whether the students were able to interact in unrehearsed conversations. Regardless, her intentions to create more communicative activities should be taken into account.

The second activity, creating and performing a dialogue, was assigned in the end of the lesson as a formative assessment opportunity in which students were graded and given feedback after each performance. To conduct this activity, Hira asked her students to work in pairs, usually with their seatmates, and let them decide the role they wanted to have. They were given 15-20 minutes to rehearse before they performed the dialogue in front of the class. During their performance, students were expected to carry out the dialogue 'naturally' by using appropriate gestures and improvising whenever it was necessary. Similar to the sentences-creation exercise, this activity was also inspired by

her teachers. She decided to employ it since it was suitable for her diverse fluency-level classes.

'In my opinion, this activity is really useful in developing their communication skills because they have the opportunity to carry out conversations in various contexts. It also helps them improve their pronunciation, vocabulary and grammar. The rehearsal time surely allows them to prepare well so that they can perform the dialogue confidently' (Hira, SRI 3)

However, there were some discrepancies of opinions towards this activity among her students. Some of the students found the activity suited their preferences.

'I sometimes understand what people say when they talk in English, but I don't know how to reply. This activity is good for me as I can practise what I am going to say. That makes me confident. Besides, I'm motivated to perform well because it is scored' (Shilmy, SGI 3)

This is in line with Gita's comment:

"It helps me a lot to know how to use particular expressions in a conversation, to learn how to pronounce words and I can also share ideas and new vocabulary with my seatmate. So when it comes to making dialogue, I always try to be as creative as I can, to make it lively just like in movies. Yes, I think it is useful" (Gita, SGI 2)

On the contrary, other students suggested that this activity was overuses, which made them feel bored and lacking opportunities for more natural exchanges to occur in the classroom.

'I want to be fluent in English, so I try to speak in English but Miss Hira often answers in Bahasa Indonesia. I want to practice to make my English better, but I don't get good responses. In my opinion, it is better to carry out real conversation than performing dialogues that I have to memorize first. Do you have time to prepare your responses in the real conversations? I don't think so'. (Dhi, SGI 3)

On the one hand, the rehearsed-dialogue activity mirrored Hira's beliefs due to its learner-centred features, for example the students were given space to work in pairs independently with minimum intervention from the teacher. It allowed them to learn from

their pairs and construct knowledge. In this activity, Hira positioned herself as a facilitator, providing the necessary help whenever her students needed it. On the other hand, it might cause some drawbacks since this activity may not be able to promote students' WTC and fail to equip students with spontaneous communicative skills (Purjayanti, 2005; Widiati and Cahyono, 2006). In Hira's context, particularly, it was its frequent application in speaking lesson focus and Hira's tendency to avoid having spontaneous conversations in English with some of her students, especially the higher-level ones, which might also be unsupportive to students' communication skill development. The findings thus revealed that Hira's beliefs regarding conducting meaningful and engaging exercises to facilitate students' communicative skills improvement were not completely manifested in her practice. Similarly, the use of interesting topics and activities fostering maximum levels of communication were not evident.

Case 2: Radien

The warm-up stage

Similar to Hira, Radien also used the beginning of her teaching session to develop a brief interaction with her students especially to talk about various light topics or elicit students' existing knowledge about that day's lesson. Radien explained that she tried to be consistent in using this part to encourage her students to speak only in English so that the students were accustomed to the use of the language and confident in communicating in English. The following extract illustrates the warm-up session that occurred at the beginning of the first observed class:

(Extract 5)

Speaker(s)	Line	Original transcript	Translated transcript
Radien	1 2	What will you do on the weekend? (providing wait-time)	
Student A	3 4 5	(raising her hand) I will swimming and I will washing cloth	

Radien	6 7 8 9	Okay, so you will go swimming and then you will wash your clothes, right? Will you hang out with your friends?	
Student A	10	Maybe. I don't know.	
Radien	11 12 13 14 15	Okay. What about others? (Pause) What is your plan for the weekend? (Student B raising his hand) B?	
Student B	16	I will go to the mall.	
Radien	17 18 19	Nice. Where? Where is the mall?	
Student B	20	Cirebon	
Radien	21	Will you go shopping?	
Student B	22	<i>Itu.. apa...watch movies</i>	That is...What's that? Watch movies
Radien	23 24	Oh you will watch a movie? One movie <i>kan ya?</i>	Oh you will watch a movie? One movie, isn't it?
Student B	25	One yes	
	26 27 28 29 30 31	Good. What about others? C? D? Others? (Pause)	
Student D	32	I will playing football	
Some students (simultaneously)	33 34	(Correcting the verb) Play	
Student D	35	Oh ya, play	
Radien	36 37	Good. With whom will you play football?	
Student D	38	<i>Banyakan, Miss</i>	Many
Radien	39 40 41 42	Nice. With many friends. Okay, now do you know (sic.) what is the lesson today?	
Students (simultaneously)	43	Future tense	
Radien	44 45	Yes, what is future tense? Future tense <i>untuk apa?</i>	When do you use

			future tenses?
--	--	--	----------------

(Radien, CO 1)

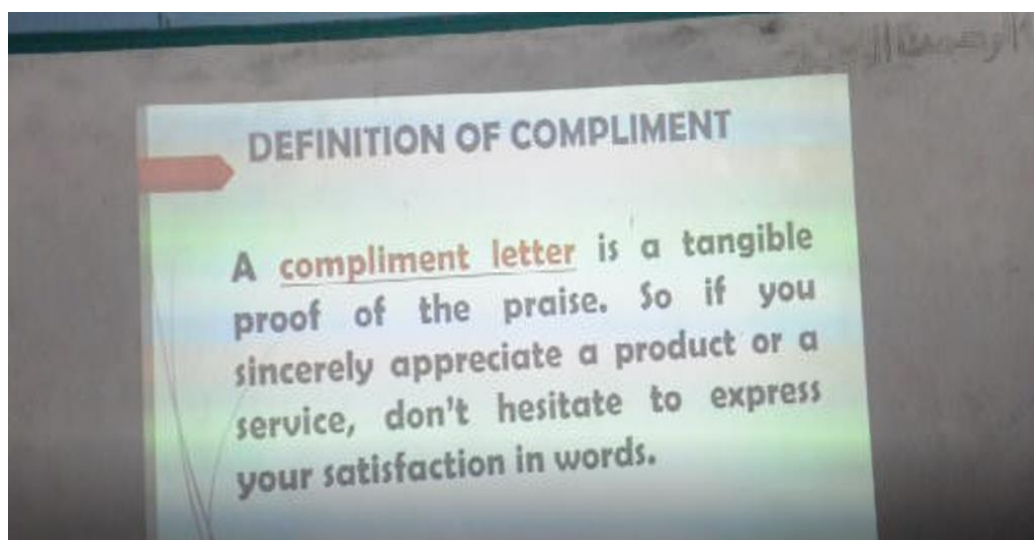
The extract captures Radien's efforts to create a high level of interactivity by performing several techniques such as giving follow-up questions (lines 6-9) and complimentary to encourage students (lines 17, 26, 36, 39), inviting other students to answer the question (lines 11, 15 and 27-30), providing clues or useful vocabulary (e.g. lines 6-9) and pausing between her utterances (lines 6-18) to give the students some preparation time. According to Zarrinabadi (2014), teachers' support, for example by giving students sufficient wait time to think before answering questions, is useful to promote students' willingness to use their English/FL. Since she needed to deal with the same challenges as Hira did, such as students' reticence and their constant use of BI, these attempts were not always successful to encourage students to participate and use their English. Radien admitted that students' passiveness, to some extent, negatively influenced her willingness to maintain interactions. Thus, she explained, 'when the responses are not as good as I expect, I shorten the conversation to proceed to the next stage and see another opportunity from that' (Radien, SRI 4). Furthermore, the extract also shows Radien directly corrected the errors by repeating the sentence (lines 6-8). Unfortunately, she was not able to justify her decisions to conduct the corrective feedback in the warm-up session and her choice of the method of correction as it was 'perhaps a spontaneous act' (Radien, SRI 4). Nonetheless, this part of her teaching was a manifestation of her beliefs that language teaching should contain engaging communicative activities that help to develop students' confidence to use the language.

The explanation stage

In general, some features of Radien's practice are noticeably similar to those of her colleague, Hira. In explaining the lessons, particularly during the grammar teaching, Radien spent much of her teaching time explaining the language form components in detailed and repetitively. She rarely initiated exchanges in English which meant that the

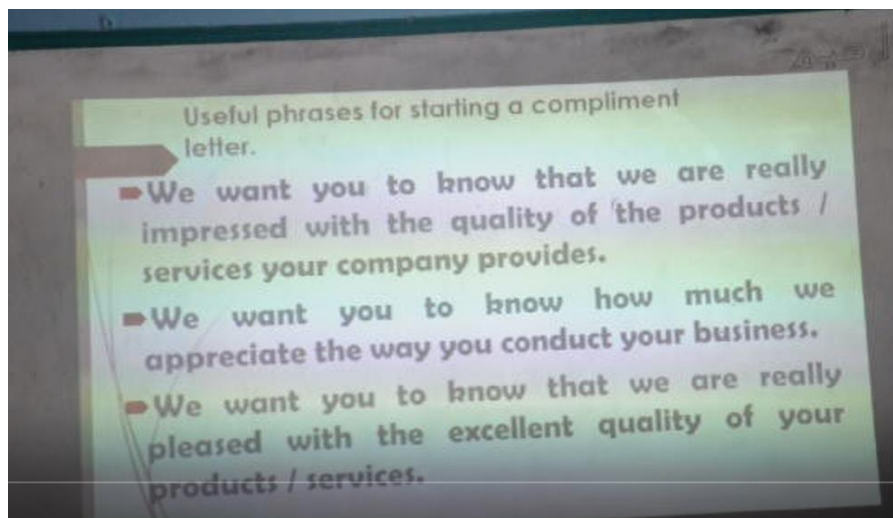
explanation stage lacked communicative features. She clearly adopted the teacher-fronted approach and focused on delivering the lesson. During SRI, Radian seemed convinced that the approach she utilized could improve her students' language capacity. The practice was completely in line with the aspect of her beliefs regarding explicit teaching approaches. For example, on the topic of giving compliments, she used the PowerPoint slides to explain when and how to use the expressions and to show a set of sample sentences.

Picture 2: The PowerPoint display 1



(Radian's CO 2)

Picture 3: The PowerPoint display 2



(Radien's CO 2)

Then, she asked some students to read and translate the text or sentences displayed in the slides. It was followed by correcting their pronunciation errors and drilling for pronunciation in whole class and individually. For some students, clearly, Radien's teaching method met their expectations. Diana praised Radien's teaching as 'understandable and very useful' (Diana, SGI 1). Similarly, her classmate who admitted that his English was bad and English was not his favourite subject stated, 'I can understand Miss Radien's explanation. I don't have any problems in her class' (Aji, SGI 1).

Although Radien did not state beliefs about using translation methods, she occasionally used the method at this stage of teaching. On some occasions, she answered the students' questions in English and asked the student to translate it into BI. In the third SRI, she explained that she believed translating her explanations or answers helped internalize the lesson content. Additionally, she used English to give simple and routine instructions. She admitted, however, that she preferred using BI since it made the lesson not only easier to understand, but also easier to deliver. Nonetheless, these aspects of

teaching were completely congruent with her beliefs about the teaching approach and the medium of instruction.

The practice stage

The most notable difference between Hira's and Radian's aspect of teaching practice was on the use of the coursebook. While Hira was not seen to open the coursebook in all four observed classes and solely utilized the slides to display the teaching materials, Radian used the book as the source of some written exercises. The exercises were conducted in three modes: individual, whole-class and in pairs. She avoided using group work after she noticed that most students just chatted, wandered around the class, or did other things, perhaps, unrelated to the task. It was obvious that they depended on one or two members of their group to do the task. Radian admitted that she often failed to ensure that the students focused on the task. Drawing upon her experience, she preferred to assign her students to work in pairs 'because by working in pairs both students have equal responsibilities' (Radian, SRI 4). She believed that it would encourage the students to work together fairly and shared ideas, which would enhance their understanding on the lesson. Despite the advantages, Radian realized it was almost impossible to make the students carry out the discussion in English and viewed this as a common challenge of EFL classes.

Besides giving mechanical written exercises, it was observable that Radian attempted to initiate interactions in English as a part of exercises or casual conversations. Some of the interactions were strictly teacher-fronted, while on other occasions, referential questions were used so that greater opportunities for students to interact were available. A successful example of the latter was observable in Class F, which she praised as the liveliest and the most cooperative class, during an oral exercise based on complimenting others using vignettes:

(Extract 6)

Speaker(s)	Line	Original transcript	Translated transcript
Radien	1 2	(Reading a vignette) Your best friend is wearing new shoes	
Student A	3	Cool...That is cool	
Radien	4	Cool. Yes.	
Student B	5	Good.	
Radien	6	Yes. The shoes are...	
Student B	7	The shoes are good.	
Hira	8	Good	
Student C	9 10	<i>Menginjaknya</i> apa, Miss, Bahasa Inggrisnya?	What is 'menginjaknya' in English?
Radien	11	Step..step...	
Student C	12	Yes...yes..step it	
Radien	13 14	Do you know why you...do you want to step it? Your friend's new shoes	
Student D	15	<i>Sirik</i> , Miss	Envy, Miss
Student C	16	<i>Sirik</i> sih apa, Miss?	What is 'sirik', Miss?
Radien	17	<i>Kayaknya</i> jealous... <i>kayaknya</i> ya...	I think it is 'jealous'...maybe...
Student C	18 19	(to Student D) You jealous	
Student E	20 21	(Raising her hand) Where are you buy it?	
Radien	22	Ya...we often ask that question	
Student F	23	<i>Kepo</i>	Curious
Radien	24 25 26	Yes, but if you want to compliment your friend. What will you say? To compliment	
Student G	27	The shoes are suitable for you	
Radien	28 29	Good. That is a compliment	
Student H	30	The shoes look nice and expensive	
Radien	31 32	Excellent. Good.	

(Radien, CO 3)

The above extract captures students' enthusiasm to participate in the interactions. Many students participated in this task by giving various answers. Although some of them jokingly gave the answers, most of them showed their attempts to use their English. As in lines 5-6 when Student B answered using a single word, Radien provided a cue for

him to develop a sentence. The following lines showed Students C and D answered in BI. Student C, in particular, asked the English word for the BI word he mentioned (lines 9-10), then used the cue from Radien in his sentence (line 11). Instead of strictly instructing the students to stick to English, Radien chose to accommodate her students' answers and then encouraged them to try to use English. By using this strategy, she expected to develop the students' confidence to participate in classroom activities. Furthermore, she also provided follow-up questions, responses and compliments to keep the conversation going as seen in lines 13-14 and 22. As the interaction was dynamic, it often went off topic as illustrated by lines 9-23. Sometimes Radien allowed this digression before redirecting her students back to the initial purpose of the conversations or directly reminded her students as in lines 24-26. During this activity, Radien did not correct any errors in their grammar or pronunciation as it 'might put pressure on them and ruin the good responses they gave' (Radien, SRI 3). Her concept of corrective feedback, particularly in this session, was in line with Murphy's (2003) claim that teachers' interruption to correct students' errors might cause a breakdown in their discourse and hinder their willingness to convey oral messages. Additionally, Loewen (2007) viewed that constant error correction might shift the focus of discourse from communicative to linguistic forms. Overall, the strategy she employed was able to encourage students to participate and speak English.

Kenzi, a Class F student, described his class as a cooperative one especially when they liked the lesson and the teacher. He added that such a dynamic situation would not occur if the teacher was strict and/or boring. According to Kenzie, Radien was able to keep the class on the track without being too strict; thus, students of all abilities were willing to take a part in classroom activities. In a similar vein, Ahmad also stated that he was motivated to participate in the interaction due to Radien's supportive attitude towards her students. During SRI, Radien expressed her satisfaction that the class 'always has a good atmosphere' and the students are 'enthusiastic and willing to participate in all classroom activities regardless their level of fluency' (Radien, SRI 3). She assumed that 'the students are not afraid of participating and have the self-

confidence to answer the questions regardless their level of language proficiency' (Radien, SRI 3). Since other participants did not teach this class, it was not possible to compare the students' responses towards different trainee teachers' teaching or to find out how other trainee teachers managed this active class.

Apparently, using the same vignettes-based sentence-making task in other classes did not guarantee the same enthusiastic responses. In classes A and G, Radien needed to work harder to encourage the students' involvement in the exchanges since the majority of the students were less active than the students in class F. As a result, the exchanges tended to be teacher-fronted. Although she admitted that handling such class situations was not easy, she seemed to be optimistic that when opportunities were available regularly, students would not be anxious about using English to communicate. However, she still found that students with negative perceptions towards English and their own competence were quite difficult to encourage. She stated,

'I always find students who avoid the chances to speak English and keep saying 'English is difficult', 'I can't do it', 'I don't want to speak in English'. Although I keep motivating them, I honestly don't expect any improvements in their speaking skills. As long as they understand the lesson and can do well in the tests, that'll be enough' (Radien, SRI 3)

Despite their less enthusiastic responses, the students of these classes viewed Radien as a good teacher as she explained the lesson clearly and possessed good personality traits such as being friendly, helpful and supportive. Thus, Radien's beliefs about the teacher's positive and supportive personality traits were completely manifested and validated by her students. However, the findings indicated that the teacher's positive traits did not always promise students' participation and their willingness to use English.

Furthermore, similar to Hira, Radien also often assigned the task of creating and performing a dialogue as a speaking skills assessment using the taught tenses or expressions. When asked about the reasons for using this activity, Radien explained that, she was inspired by her teachers and, based on her observation, she

acknowledged that the classes she taught had similar characteristics to her learning context. Radien considered this activity was appropriate for her students to practise the newly-taught language items and enhance students' confidence to use the target language. Since she gained those benefits from the activity as a learner, she was convinced that the same advantages would also apply to her students.

In general, Radien provided more opportunities to practise speaking compared to the other two participants as the speaking exercises were not only conducted during speaking class, but also for writing class. Radien employed two different F functions in the IRF pattern, that is, F for feedback and follow-up. Thus, when she performed the first function, the exchanges occurred in her classes were rigidly controlled. Additionally, her consistency was often challenged by students' passivity that caused her to run out of ideas or lose interest in continuing the exchanges. Regardless, she showed good level of consistency between her beliefs regarding facilitating students' classroom interactions and practice. Her attempts to use English more, particularly during the speaking exercises, were aligned with her beliefs about the use of English and BI; however, on some occasions, Radien chose to use BI even for giving simple instructions, especially when she taught less active classes. Furthermore, some of the classroom activities had student-centred features, for example creating dialogues in pairs; while others were teacher fronted, such as the making-sentences activity. It suggests that her beliefs about implementing student-centered activities were partially manifested.

Case 3: Novie

The warm-up stage

Novie utilized the beginning of the class to ask some short questions, such as 'How was your day?', 'What did you do yesterday?', 'What will you do after school?' during taking the attendance. The questions were directly posed to some students she called based on the attendance list; thus, the pattern is rigid with only some sets of question and answer without feedback, follow-up questions or sufficient responses from the teacher.

Although this activity was observable only in two meetings, Novie said that she always did this at the beginning of each class as speaking practice. However, she could not provide an explanation about her decision to choose the pattern of exchange and did not seem to be sure about the possible influences it may exert on students' communication skills as her answers signaled some doubt 'maybe, hopefully, it can contribute to their speaking skills development' (Novie, SRI 4)

The explanation stage

The classroom observations revealed that she demonstrated the transmission model of language teaching in which she explained the lesson in detail, while students completed the mechanical exercises throughout the observed classes. Her grammar instruction, in particular, was governed by the explicit, deductive approach to raise students' consciousness of the grammatical structure. Thus, it was obvious that she firmly held the roles as a 'controller' and a 'knowledge transmitter' in this particular session. This aspect of her teaching was consistent with her reported beliefs regarding the adoption of a 'traditional' language teaching approach to deliver the lesson. The extract below illustrates the exchanges occurred during her explanation about simple present tense in the first observed class:

(Extract 7)

Speaker(s)	Line	Original transcript	Translated transcript
Novie	1	<i>Hari ini kita belajar simple present yah</i>	Today we're going to learn about the simple present tense
	2		
	3	<i>Simple present itu buat apa?</i>	What is the objective of the simple present tense?
Some students (simultaneously)	4	<i>Kegiatan sehari-hari</i>	Daily activities
Novie	5	<i>Kira-kira kegiatan sehari-harinya kayak gimana?</i>	Tell me the examples of daily activities.
	6		
Some students (simultaneously)	7	Sleep	
	8	Walk	

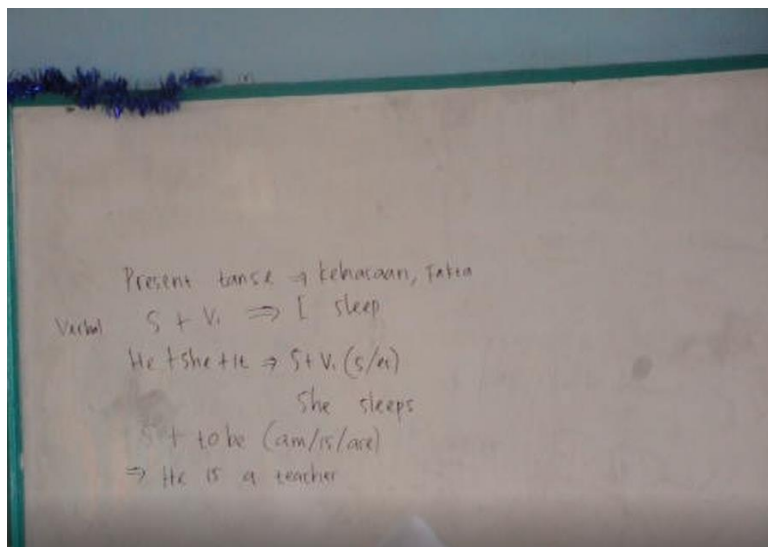
	9 10	Go to school Play	
Novie	11 12 13 14	<i>Makan, tidur.</i> <i>Nah, contoh kalimatnya kayak gimana?</i> <i>Ada yang tahu?</i>	Eat, sleep. Now, give me some sentences. Anybody knows?
Student A	15	I am sleep	
Student B	16	In the night	
Student C	17	In the morning, <i>Bu</i> ¹	
Novie	18 19 18 19 20	(writing 'I am sleep' on the whiteboard) <i>Oke</i> <i>Ada yang masih inget strukturnya kayak gimana?</i>	Okay Does anybody still remember the pattern?
Some students (simultaneously)	21 22 23 24	Subject Verb <i>satu</i> Do Does	Verb one
Novie	25 26 27 28 29 30 31 32 33 34 35 36 37	(writing 'S+V1') <i>Jadi gini ya</i> (pointing out the written pattern) Verb <i>itu kan kata kerja ya, berarti kita melakukan pekerjaan ya seperti tadi.</i> <i>Makan, tidur, berlari.</i> <i>Jadi pakainya verb pertama.</i> (writing 'He+She+It => S+V1 (s/es)) <i>Nah, misalnya sleep.</i> <i>Sleep itu melakukan sesuatu atau nggak?</i>	So... Verb is <i>kata kerja</i> means we do some activities like we mentioned. Eat, sleep, run. So use the verb one. For example, sleep Does 'sleep' indicate an activity?
Some students	38	<i>Melakukan</i>	Yes
Novie	39	<i>Kata kerja apa bukan?</i>	Is it a verb?
Some students	40	<i>Kata kerja</i>	A verb
Novie	41 42	<i>Jadi kalau sleep, subjeknya I, jadi I sleep bukan I am sleep</i>	So the word sleep meets the subject I becomes 'I sleep', not 'I am sleep'

(Novie, CO 1)

e¹ Vocative form of *Ibu*, in this case, means Ma'am.

She wrote the aspects of grammar on the whiteboard for the students to note as displayed in the pictures below. She reminded students to memorize the pattern which was a manifestation of her beliefs that 'memorization of grammar rules is the key factor in English learning process' (Novie, PI).

Picture 4: The pattern of the simple present tense



(Novie, CO 1. Note: *Kebiasaan* is habit , *fakta* is fact)

Furthermore, the extract also showed that Novie based her explanation upon the incorrect sentence 'I am sleep'. When prompted during SRI, Novie mentioned that she decided on the spur of the moment to explain the tense through error correction since many students made such types of error. The excerpt also displays the adoption of deductive grammar approach (lines 25-35).

From the extract, it can also be seen that the use of BI was predominant. The excerpt shows that when her students answered in English, Novie kept using BI including to say simple words as captured in lines 5-11. Additionally, the use of the translation method was noticeable. Novie read the displays and translated them into BI. However, it is

observable that she often used a more literal translation method to translate the contents of the PowerPoint slides which eventually resulted in stilted BI. To clarify the less natural utterances, Novie usually re-explained it in BI and provided a number of examples. Additionally, she also assigned her students to translate texts or sentences from the slides or the coursebook. When explaining the descriptive text in the fourth class I observed, Novie asked her students to translate a list of adjectives in the coursebook. She claimed that this task would help enhance students' speaking and writing skills. Novie believed that the translation method helped enhance her students' comprehension and vocabulary.

Similar to her colleagues' lesson presentation, it is obvious that Novie's explanation part lacked communicative features. The major differences were in the attempts to provide examples of using English and create exchanges in English which were extremely rare in Novie's practice. During an SGI, Resa, one of Hira's students, compared Novie to her class teacher in terms of the use of English

'My class teacher is of course fluent in English and she often chats with us in English. She motivates us to speak English. Sometimes the topics are about our daily life, not related to the lesson at all. This is something that Miss Novie rarely does' (Resa, SGI 9)

There were two opinions regarding Novie's teaching. Some of the students thought that it was too slow, boring and sometimes confusing. Kurnia (SGI 6) added, 'Miss Novie sometimes looked confused, too'. On the contrary, some of their peers said that they did not have any issues with Novie's teaching style, although they did not feel encouraged to speak English. As Ana (SGI 6) said 'Miss Novie is still learning to teach, maybe she is still a little bit awkward which I think is fine. I personally don't really like English, so I rarely volunteer to answer Miss Novie's questions or read texts'. Despite the differences, the students' opinion showed that Novie's beliefs regarding teacher's ideal

characteristics, to some point, were realized in her practice. They agreed that Novie had pleasant personality traits such as being patient, helpful and friendly.

The practice stage

In general, Novie's actual practice was in stark contrast to her stated beliefs regarding developing students' communication skills and teaching approach. Although she previously shared some ideas to engage students' in meaningful and interactive activities, the picture of her practice did not reflect the description she explained. Most of the exercises reinforced in Novie's class, if not all, were far from being supportive to encourage students to use their target language, including the speaking exercises as observed in the first session. The pattern of interactions was strictly teacher-centred and had rigid IR/IRF features. The only chances for students to speak English were when they were assigned to answer text-based questions, read sentences or paragraphs and perform rehearsed dialogues. In the second observed class, Novie asked some groups of students to come forward and read a dialogue from the book as a part of the speaking exercises. She explained that this activity was to check students' understanding of the tense and their pronunciation. The purposes of the activity, however, were not fully realized. The students were not assigned to do any follow-up exercises using the dialogue, for example analyzing the tenses in the dialogue or retelling the dialogue using their own words. Similar to her colleagues, Novie also assigned her students to create and perform dialogue. She perceived this activity as advantageous since it gave the students opportunities to do communication practice using the taught tenses within a real-life like context.

During the dialogue performance, both on-the-spot/direct and delayed /indirect corrective feedback methods were employed. In the SRI 2, Novie explained that despite its advantages, she was aware of the limitations of an on-the-spot error correction approach. On one hand, based on her experience, she believed that the approach was useful to make students understand the errors they made and remember the correction

given by the teacher in the long term so that students would likely to apply the correct forms in the future use. On the other hand, her experiences also showed that intervening the dialogue too often might lower students' confidence. With this consideration, she preferred to apply the combination of both methods and applied the delayed correction 'after two or three on-the-spot corrections, so it won't discourage the students' (Novie, SRI 2).

Furthermore, Novie utilized all patterns of grouping strategies namely dyads, groups and whole class depending on the types and purposes of the tasks. Dyadic mode was utilized when she assigned the students to create and perform a dialogue. While during the lesson about the recount and descriptive texts, she put the students into groups to develop a part of the text. She chose group work since the task was considered too time-consuming to be done individually or in pairs. Additionally, working in groups allowed more ideas to be generated. During this activity, Novie walked around to help her students if necessary. She set the time for students to finish the task. She also gave scores to the members of the fastest group and the best text; thus, most students appeared to play an active role in the group discussion although the discussions were carried out fully in BI. Novie admitted that it was almost impossible to ask students to have a discussion in English as they shared the same mother tongue. Thus, Novie chose to focus on keeping the students focused on the task to produce an accurate piece of writing. Additionally, it was observable that Novie used the coursebook for exercises, especially the written ones. She asked her students to do the tasks individually, then discussed them with the class. This is in line with her espoused beliefs about teaching materials.

5.1.3. The trainee teachers' post-practicum stated beliefs

The purpose of this part is to answer the third research question 'To what extent does the teaching practicum influence their beliefs? It presents the findings on the possible influences of the participants' teaching internship to their beliefs. Four sub-themes were

developed to explain the state of the participants' beliefs: First, 'prevailed, strengthened, elaborated beliefs'. Second, 'new beliefs' that refers to newly-formed beliefs during the internship. Third, 'rejected beliefs', which refers to the participants' divergence from their initial stated beliefs. Finally, 'pseudo beliefs' explains their firm beliefs about particular aspects of teaching although these beliefs were not manifested in their actual teaching.

Case 1: Hira

Prevailed, strengthened and elaborated beliefs

Although relatively small in scale and fluctuating, Hira observed that a few students demonstrated an increase in their participation and use of English during classroom activities. Additionally, more students with middle to lower-level of fluency attempted to participate although they did not always use their English. Drawing upon her internship experience, she seemed to more strongly believe in three aspects that largely support the increase: first, ample opportunities to communicate in English made her students more accustomed to the classroom interactions. Second, teachers' good personality traits created conducive learning atmosphere. She observed that the students were more willing to participate in classroom interactions when they felt comfortable with the teacher. Third, the explicit teaching method developed students' linguistic knowledge. When the students felt they were able to produce correct sentences, they were confident to participate in classroom exchanges. As a consequence of her beliefs about explicit teaching methods, Hira's beliefs were elaborated. She stated that teacher needed to perform three main roles: as a classroom controller, a source and transmitter of knowledge. She asserts

'I think the roles as a controller and knowledge transmitter are embedded in teachers' practice. We have to be able to manage the class, otherwise, the teaching won't run properly. And as a teacher, I am expected to know more than my students do, to be able to explain things. That's a part of teacher's work" (Hira, SRI 4)

Furthermore, her beliefs regarding the source of teaching materials also seemed to be stronger. Hira believed that compiling the materials from various sources and using PowerPoint displays were more advantageous than sticking to coursebooks for four reasons: first, the tendency to rely on coursebooks fails to support enjoyable and communicative teaching. Second, the use of various sources provided rich content. Third, comprehensive presentation contributed positively to her image as a teacher, and fourth, the process of searching for and organizing materials was a valuable opportunity for her to have deeper insights into the lesson and to practise presenting it.

Pseudo beliefs

Despite the fact that the use of BI was predominant, Hira still perceived that modeling use of English was one of the teacher's tasks. In the FUI, she restated her previous espoused beliefs that an English teacher should use English and BI proportionally so that her/his students become accustomed to the target language. Furthermore, although her beliefs regarding interesting topics were not observable to be manifested, Hira strongly believed that involving students to choose topics of discussion would increase the level of their participation.

Rejected beliefs

Hira's beliefs about the use of the translation method were not significantly mirrored in her practice. She seemed to prefer to use BI and occasionally code switch to English especially at the stage of explanation. Hira admitted that the translation method was not effective for her context because it was time consuming. The observation data show that she often seemed to have difficulties in translating the course materials into BI which resulted in unclear explanations. To ensure her students' comprehension, she re-explained the lesson which took a longer time.

New beliefs

Besides the stronger beliefs about adopting an explicit teaching approach, the teaching internship also developed a new belief regarding a more open, student-centered lesson presentation technique. Hira believed that 'when the topic is familiar to students or it is not too complicated, it is better to involve students more actively during the presentation stage by using a whole-class discussion so that the lesson is well-internalized, and the teacher domination is reduced' (Hira, FUI). Furthermore, SRIs enabled her to recognize some aspects of her teaching that resulted in the development of some new stated beliefs, such as the impacts of scoring students' work on the increase of their participation and the use of follow-up questions to keep the conversation going. Although the latter was not implemented during the classroom observations, Hira stated that she performed the F-move as a follow-up on one occasion and was able to have a more meaningful conversation.

Case 2: Radien

Prevailed, strengthened and elaborated beliefs

Radien viewed that many students showed satisfying progress in terms of participation and use of English during classroom exchanges since they were confident with their knowledge of linguistic rules. She believed that regular communicative exercises and sufficient input of language knowledge enhanced their familiarity and encouraged them to participate. She also more strongly believed in the positive influences of teachers' positive personality traits to increase of students' participation and confidence to use English. She contended, 'if students feel safe in the class and are encouraged, they tend to be more confident to take a part in various activities regardless their level of language' (Radien, FUI). Additionally, she mentioned that appropriate teacher roles, such as motivator and facilitator, supported the students' learning process.

Furthermore, Radian held stronger and wider beliefs that the adoption of both the traditional, teacher-centered approach and the communicative, student-centered approach was suitable and applicable in any contexts similar to her practicum context. She viewed the two approaches as complementary to each other as 'communicative activities cannot be done without prior explanation ensuring students' understanding of the grammar, sentence patterns or expressions, or without corrective feedback afterwards', and 'explanations and mechanical written exercises won't be fruitful without students being involved in classroom discourses in English' (Radian, SRI 4). She added that the combination of the two approaches, perhaps, met the students' needs which were to have a good understanding of the subjects for the purpose of tests and exam and to develop communication skills in English.

Furthermore, her beliefs regarding the use of coursebooks and additional relevant materials also seemed to prevail. Despite her negative views towards teachers' over-reliance on the book, she approved of the idea that teacher should also allow students to have 'connection' with the coursebooks. Regarding the use of PowerPoint slides, she believed it was not only helpful in displaying the course materials, but also in increasing the students' participation in the lesson.

New beliefs

The practicum developed a new set of beliefs that providing wait time, repeating the same questions and giving appropriate constructive feedback contributed to students' willingness to participate in classroom interactions. She considered error correction might not only contribute to students' linguistic knowledge improvement but, to a certain extent, also affected students' motivation and point of views towards the subject. Radian explained that there were several methods that she had applied in her practice ranging from directly correcting students' errors in speaking activities by restating their sentences or pointing out the mistake in writing form and correcting it, to having a class discussion. She stated that she did not have a particularly clear grasp of what constituted

ideal corrective feedback prior to the practicum. The teaching practicum gradually shaped her concept of correction feedback, that is, it should be decided based on three main principles: being understandable, motivating and constructive.

Furthermore, she found out that one classroom activity could be successfully applied in one class but resulted differently in other classes. Such discrepancy also applied to students as individuals. Her explanation could be well understood by some intermediate or basic-level students, while others in the same level faced difficulties to comprehend it. Learning from this experience, she started to be more flexible in teaching which means the same classroom activity, perhaps, needed to be applied using a different technique and/or different pace depending on students' general condition.

Finally, Radien perceived that students' group work was not applicable in her teaching context due to three main reasons: first, students' lack of discipline when working in a group; second, her lack of experience in managing the classroom during the group work; and third, students' tendency to use BI throughout the discussion. She perceived that assigning her students to work in pairs was more effective than to group them.

Case 3: Novie

Prevailed, strengthened and elaborated beliefs

As the teaching internship progressed, Novie viewed her intention to facilitate classroom interactions in English was not in line with her students' expectations and needs. She described that the students 'are not worried about not being able to communicate in English since they were more concerned about the tests and exam' and 'they seem to be more at ease with coursebook-based exercises' (Novie, SRI 4). Thus, Novie decided to focus on preparing the students for the periodical tests and exam. This was also based on her sense of responsibility that she needed to 'leave the meaningful traces behind' (Novie, SRI 4) in the form of students' understanding of the lesson she delivered. This situation strengthened her beliefs about the adoption of 'traditional'

teaching method. Her teaching was characterized by teacher-centred pattern, concentration on the use of grammatical meta-language and the use of a number of mechanical and written exercises -mostly from the coursebook. She added that the teacher was required to be a controller to ensure the lesson was transferred and received well.

Furthermore, Novie's beliefs about the role of coursebooks as an essential element in teaching and as a convenient support for test/exam preparation prevailed after the internship. She viewed that coursebooks contain various well-arranged exercises which ranged from easy to difficult and suitable for students; therefore, she rejected the idea that the coursebook-based teaching did not support the improvement of students' language skills. She added, however, one or two relevant and useful activities different from those in the coursebook can be inserted into classroom activities.

New beliefs

Through internship, Novie found out that both direct and delayed error-correction methods had advantages and disadvantages. She explained that on-the-spot correction method was useful especially to correct pronunciation so that the students could directly apply the correction; however, from her learning experience, she learned that interrupting students to correct them might negatively affect their confidence and willingness to participate in the activity. Meanwhile, delayed correction allowed students to finish their ongoing task without interruption and could be achieved by involving other students. Based on the experiences, she perceived the appropriate implementation of both methods appropriately would give greater benefits for students.

Regarding the students' interactional modes, it was observable that she utilized all modes namely dyads, groups and whole class depending on the types and purposes of the tasks. Drawing upon her teaching experience, Novie mentioned that she preferred

assigning her students to work in pairs as it enabled students to share fair responsibilities and develop careful discussion to finish the task.

Pseudo beliefs

Although her teaching lacked communicative features, Novie still expressed her beliefs about the importance of developing students' communication skills

'I do believe that opportunities to interact in English are absolutely essential, but in my practice, there are priorities which are set based on the time slot for the English lesson and the purposes of the teaching. I had a very short practicum time. I'd rather focus on delivering important materials so that students are ready for periodical tests and the final exam which do not grade their speaking skills' (Novie, FUI)

Furthermore, despite the constant use of BI, Novie still believed that an English teacher should demonstrate good English communication skills as it would encourage students to use English in classroom exchanges. She explained that her decision to use BI was to avoid mistakes in explanations and prevent students' confusion. Moreover, due to the limited time she had, 'it is more efficient to use BI instead of using English so that the students get full understanding about the lesson being taught' (Novie, FUI).

5.2. Discussion of the findings

The literature review revealed that previous research about Willingness to Communicate (WTC) in English within classroom context mostly focused solely on students. Despite the strategic and crucial roles a teacher has in generating students' WTC, there has not been any empirical study investigating EFL teachers' beliefs about learners' WTC and their practice to facilitate it, particularly within Indonesian EFL context. The present study attempts to understand teacher candidates' beliefs about their students' WTC, their practice during teaching internship and their post-internship beliefs. This study involved three female Indonesian trainee teachers who conducted the teaching internship in a

high school in West Java province. Three research questions were posed to guide the present study:

1. What are the trainee teachers' espoused beliefs about developing EFL learners' WTC?
2. To what extent do their espoused beliefs inform their practice?
3. To what extent does the teaching practicum influence their beliefs?

This section outlines the findings of the study in relation to the research questions and juxtaposes them alongside relevant previous studies and discussions existing mainly in the field of ELT. In the first part, I discuss the factors which contributed to the trainee teachers' beliefs construct, including the significant influences of the trainee teachers' years of 'apprenticeship of observation' (Lortie, 1975), to provide a background. Then I interpret the conceptualizations of the participants' beliefs regarding students' WTC and the relationships between their stated beliefs with their actual teaching practice. Finally, I discuss their post-practicum espoused beliefs.

5.2.1. The factors contributing to the trainee teachers' initial stated beliefs construct

The present study uncovered that the trainee teachers' teaching preconceptions had started to develop in their early years of learning English at school when they observed a number of teachers and teaching elements. For instance, when I asked them about the ideal teacher, the trainee teachers referred to their school teachers' traits. These findings lend support to a number of previous studies (e.g. Britzman, 2003; Borg, 2004; Karavas & Drossou, 2010; Fleming et al., 2011, Schramm-Possinger, 2016) which assert that pre-service teachers had started to learn to teach long before the decision to become a teacher was taken by observing their teachers. Their 'apprenticeship of observation' (Lortie, 1975) becomes the basis of their initial beliefs and these beliefs filter the knowledge they gain from the TEP and guide their practice. The findings, however, reject the idea that student teachers simply copy the teaching modelled by their teachers. The research participants' answers to the questions in PIs suggested that

the participants did not automatically adopt all teaching aspects they observed during their learning period. Their initial beliefs about English language teaching and learning were formed through a process of selection. The trainee teachers, perhaps unconsciously, chose a number of the teaching strategies by assessing what the relative impact on their language learning result would be, in addition to considering their learning motivation and feelings. As the results showed, they might develop beliefs which are contradictory to their learning experience. For example, the participants' beliefs about the importance of using BI and English proportionally were developed due to the domination of BI during the learning period that demotivated them in improving their communication skills in English. Additionally, the process of selecting approaches also involved comparing the positive and negative aspects of the observed practice. In Hira's case, for example, her beliefs regarding the effectiveness of presenting compiled lesson materials, the negative impacts of teacher's coursebooks overuse, and the importance of teacher's creativity were based on the results of comparing the effects of being taught by a teacher who used other relevant sources to enhance their presentation and classroom activities and another teacher who excessively depended on the coursebooks. She viewed that the former had positive impacts regarding her interests in learning English while, on the contrary, the latter tended to demotivate her. This selection process resulted in them accepting or rejecting certain teaching elements they observed in their previous learning process and transformed the negative or ineffective features into the ones they considered positive and effective.

Additionally, the participants' espoused beliefs were also developed as a compensation for the teaching aspects which they considered as crucial but were absent in their learning process, such as communicative activities. For example, Radien's strong beliefs regarding the teacher's role as an example of using English is based on her observation that most of her teachers failed to provide sufficient exposure to the target language. She argued that it made her unaccustomed to the use of the language and contributed to her lack of confidence in speaking English.

Furthermore, the findings of this study support Bontempo & Digman's (1985) statement that teachers' beliefs are developed on an emotional basis. The participants pointed out that their beliefs particularly regarding teacher's ideal characteristics -such as being friendly, humorous and helpful- were constructed from the personal impacts exerted by their teachers' personality. Hira, for example, believed that a teacher should be a motivator because she felt she was more confident to participate in classroom activities due to her teacher's motivating words; while according to Novie, teachers' enthusiasm in teaching might foster their students' motivation.

Furthermore, the study revealed the limited effects of IELTEP as the participants referred to their TEP modules only in two instances: first, when they mentioned some technical terms such as 'student-centred activities' and 'Communicative Language Teaching' (CLT) to explain the aspects of their teaching practice. Second, in Hira and Radien's cases, the speaking activities, such as presentation and classroom discussions which were assigned by their lecturers, helped improve their confidence and speaking skills and were believed to be useful for their students. The limited evidence of TEP influences might be because the institution did not provide the trainee teachers with sufficient practical examples and was dominated with prescriptive and superficial courses. It also did not facilitate and encourage the trainee teachers to identify and confront the beliefs they brought to the training program; therefore, the school experience significantly affected their initial beliefs. A limited relationship between the participants' espoused beliefs and their learning experience in IELTEP is also suggested by some authors such as Peacock (2001), Mattheoudakis (2007), Kunt & Ozdemir (2010), and Debreli (2012). Regardless, the trainee teachers viewed the IELTEP they attended had sufficiently prepared them for their practicum through the lecturers' explanation, assignments and microteaching.

5.2.2. The relationship between the trainee teachers' espoused beliefs and their practice

Previous studies (Basturkmen, 2007; Phipps & S.Borg, 2009; Feryok, 2010; Ellis, 2012; Li, 2013) suggest that teaching practice is actually governed by core beliefs or theory in use, that is, the participants' implicit beliefs which might or might not explicitly be stated as their initial beliefs but were repeatedly and/or consistently implemented in their practice. These beliefs are more powerful than espoused beliefs. The following sections discuss the trainee teachers' stated beliefs and the consistencies and discrepancies between their beliefs and observed practice (See Appendix 11 for the overview of relationships between the stated beliefs and actual practice and Appendix 12 for the explanation about supporting and hindering factors to the manifestation of the beliefs).

5.2.2.1. Enhancing students' linguistic knowledge

The participants believed that students would be willing to speak if they were confident with their linguistic knowledge. This statement is supported by the findings of Muamaroh and Prihartanti's (2003) and Wijaya and Rizkina's (2015) studies which reveal that Indonesian students experienced high anxiety due to their insufficient metalinguistic knowledge. In this matter, MacIntyre et al.'s (1998) Pyramid Model also suggested that language proficiency contributes to one's confidence to communicate. Thus, the participants believed in behaviourist (teacher-centred) approach to impart knowledge and develop students' metalinguistic awareness. Their strong beliefs regarding the effectiveness of explicit language teaching and the decision to adopt the approach could be attributed to three factors: first, the result of a sorting-out process allowed them to assess whether the benefits of an approach outweighed its negative impacts on students' learning; second, the perceived suitability and applicability of an approach in their practicum context which they considered as having similar general characteristics with their learning context; and third, their familiarity with the practical procedure of implementing the approach since they were also taught using the same approach.

The third factor in particular reflects the insights of a number of authors (Tomlinson, 1999; Heaton & Mickelson, 2002; M. Borg, 2004; Waters, 2009; Sanchez, 2013) who suggest that pre-service teachers are more confident to adopt the teaching approach exemplified by their teachers. Authors refer to such teaching samples as 'folkways of teaching', 'readymade recipes for action and interpretation' (Buchmann, 1987,p.161), and 'default options' (M.Borg, 2004,p.274) that provide 'the predictability, security and self-worth necessary for coping successfully with daily existence' (Waters, 2009, pp. 443-444). These strategies are available to adopt without tests or analysis for its suitability in a context (Lortie, 1975; Buchmann, 1987; Tomlinson, 1999). Their familiarity with the approach enhanced their confidence to apply it. Moloi et al. (2008) argue that teachers opt for the traditional approach as a 'safe' choice 'for the maintenance of their authority and the avoidance of a challenging task in which they would lack confidence' (p. 620). Furthermore, their learning experience indicated that the approach, to some extent, was useful to develop their language knowledge. Thus, they were certain that the same positive results would also apply to their practicum context. This aspect of beliefs was manifested in their practice. The explanation stage can be generally characterized as explicit, repetitive, teacher-fronted, isolated from interactions in English and dominated by the use of L1. Some techniques were applied to support internalization of the knowledge such as translating the sentences, text or vocabulary by the teacher or some students, memorizing grammar and drilling pronunciation. Although the trainee teachers of this study did not survey or discuss their students' preference or needs prior to the practicum, the findings indicated that their choice of teaching approach met the students' preferences. Most of the students participating in the SGIs expressed their approvals about the student teachers' explicit teaching as it helped them understand the lesson better. It was likely that both trainee teachers and students shared the same language learning background due to the prevailing explicit teaching approach in most English language classes in Indonesia. Uysal and Bardakci's (2014) study within the Turkish context also showed that the participants believed in the effectiveness of traditional teaching approaches, particularly in developing their students' grammar accuracy. Other studies also suggested that teachers were not convinced that grammar

could be taught later in the learning process (e.g. Burgess & Etherington, 2002) nor through subsequent incidental language use (e.g. Farrell & Lim, 2005) since the rules of their L1 can be extremely different from English language rules. Similarly, studies (Ajzen, 2002; Burgess & Etherington, 2002; Farrell & Lim, 2005; S.Borg, 2006; Phipps & S.Borg, 2009; Mansour, 2013) suggest that most EFL students prefer to be taught explicitly; thus, teachers should compromise with their preferences and needs.

Furthermore, the trainee teachers mentioned that explicit teaching approaches were adopted to ensure the language knowledge was appropriately delivered and internalized so that students were confident to communicate in English. However, the data gathered from observed classroom practice indicated that although the trainee teachers presented in detail and the students were able to do the mechanical written or spoken exercises well, it did not automatically enhance the students' confidence to use English in unrehearsed classroom interactions. In almost all observed classes, most of the students demonstrated low-level WTC. Regardless, the approach was constantly enacted which shows that they strongly held this belief.

Interestingly, the study captured Hira's attempt to involve her students during the lesson presentation stage. She recognized the students' passiveness after watching her teaching tapes during SRI and was motivated to make the students actively participate rather than passively wait for the knowledge to be transferred. Hira was aware that the grammar point she taught on that day was not new to her students; thus, she chose to elicit the students' knowledge by asking them questions and providing the necessary additional information or corrections. The students were treated as knowledgeable individuals and given chances to share their knowledge on the lesson being taught. However, since the question and answer session was conducted in BI, the students' active involvement could not be an indicator of their WTC in English. Furthermore, the change of Hira's approach did not automatically indicate that her beliefs about an explicit teaching approach changed. Nonetheless, the students' active participation might develop her confidence to apply the same approach in her future teaching.

It should be taken into account that Hira's decision to change her lesson presentation approach was made after she watched her teaching tapes during the SRIs and answered the interview questions. The data showed that SRIs might support teachers' reflection since they are encouraged to analyze, clarify their teaching practice and plan for improvement. A number of authors (e.g. Frick et al., 2010; Kumaravadivelu, 2012; Narváez et al., 2017) stated the positive influences exerted by regular and continuous reflective practice to teachers' development. In this context of study, unfortunately, the SRIs were only conducted four times for each trainee teacher and not specifically conducted as a means of reflective practice. There were no other activities conducted to support and guide their reflective practice.

5.2.2.2. Providing sufficient opportunities to communicate in English

Previous investigation into teachers' beliefs about students' WTC conducted by Vongsila and Reinders (2016) revealed that the teachers participating in their study believed that the teacher's role is to encourage students to speak English in the class. Similarly, the participants of this study were aware of the urgency of encouraging students to try out the gained knowledge and developing their confidence in using the language for communication purposes through sufficient communicative exercises. Despite a lack of examples provided by their teachers, they were able to conceptualize and articulate how the approach would be implemented. Hira and Radien mentioned student-centred communicative activities would increase students' active participation and reduce the teacher's domination. Furthermore, considering the students' level of fluency, Hira intended to assign the exercises ranging from an easier one to a more challenging one. In this matter, Novie was the only participant who mentioned the term CLT but it is likely that she had limited understandings of the approach as she only referred to CLT as communication exercise. During the PIs, the three participants mentioned some communicative activities they believed as effective to develop students' communication skills, however, not all activities were observable to be implemented in their classes.

Nonetheless, they believed that the activities, such as presentation, were applicable and suitable for their context.

Although they shared several similar espoused beliefs, their practices indicated that not all beliefs were well-manifested. In general, the opportunities to interact in English were extremely limited or conducted through a teacher-fronted and rigid pattern. In Hira's case, it was obvious that she employed a repetitive, single question to elicit the students' answers and only provided feedback or evaluation afterwards. The follow-up questions, if any, were often asked in BI which failed to encourage students to communicate in the target language. It is quite apparent that she exercised considerable control over the oral practice so that the activities became rigid and non-communicative. This is on the contrary to Harmer's (2012) explanation that the major characteristics of communicative activities are that 'they contain information gap which gives a purpose and a desire to communicate' (p. 114). The participants in this study often only focused on forms more than meanings. This meant that their students often made sentences that did not relate to their real life, illogical or repetitive only to precisely fulfil the required language items.

It is likely that the participants' shallow understanding about the notion 'communicative' might be a factor contributing to the incongruence or low-level congruence of their beliefs and practice. The interviews indicated that the three participants viewed the close communication activities as communicative interactions which also predicted students' comprehension on the taught lesson and generated their WTC. Additionally, dialogue memorization, creating sentences and recitation became the main speaking exercises. They were certain that the exercises would be advantageous for students' real-life communication interactions.

Some parts of Radian's teaching, however, demonstrated that she employed the F-move in IRF interactional pattern as Follow-up by asking referential questions to allow natural conversations to occur. According to Long and Sato (1983), referential questions contain authentic communicative values when asking for clarification, information or ideas in which the answers to the questions being asked are not already known. In this sense, teacher's main purpose is to develop communication rather than to test students' knowledge. Some parts of Radian's practice were aligned with previous studies (Hall & Walsh, 2002; Walsh, 2002, Tuan & Nhu, 2010) which suggest the importance of teacher questioning and how teachers function the 'F' move in the IRF pattern in creating classroom interactions and facilitating students to negotiate meanings. Furthermore, besides utilizing the first part of her teaching to ask questions which might or might not relate to the lesson, she also occasionally tried to converse in English with her students although the lesson focus was writing. The decision to assign the students speaking exercises in the writing lesson was also taken by Indonesian pre-service teachers participating in study. While the participants in her study used speaking exercises to gain control over their students and engage the students in the learning process, there is no statement indicated that Radian had the same purposes since she only mentioned the needs to provide the interactions opportunities as often as possible. These parts of Radian's teaching indicate that trainee teachers might have certain knowledge on creating communicative classroom; however, the decision to put the knowledge into practice is highly influenced by contextual factors, such as the classroom situation, students' level of participation and support from peers or supervisor; and intrinsic factors, such as teacher's confidence.

Furthermore, their decisions to employ certain methods of corrective feedback demonstrated their awareness that correction might influence their students' willingness to participate. It shows that the participants realized the importance of maintaining students' confidence and interests to participate.

5.2.2.3. Building rapport and supportive classroom environment

The trainee teachers are evidently in agreement that teachers' positive personal attributes -such as being wise, patient, humorous, friendly and helpful- positively influenced students' motivation to study, their point of view about the lesson and the development of a supportive learning environment. Hira's learning experience, for example, indicated that teacher's sincerity, enthusiasm and motivating words helped create a good rapport between the teacher and students which might support students' active involvement in classroom activities. While in Radien's case, although she expressed her negative perceptions toward the 'traditional' teaching approach, she approved of it when her English language teachers at the Year 7 and 10 adopted the approach due to their interesting presentation and pleasant personality. The experience, however, led them to believe that good personality traits were major elements in guaranteeing a successful teaching; thus, most aspects of their espoused beliefs were constructed based on affective factors rather than pedagogical factors. Although affective features, indeed, are a prominent element in creating a comfortable learning atmosphere (Hayes, 2009; Ng et al., 2010; Zhang, 2010; Debreli, 2016), the participants' beliefs indicated that they tend 'to think of teaching primarily as a task involving affective rather than a profession requiring a skilled and knowledgeable practitioner' (Valcke et al., 2010, p. 624). Shallow conceptualizations as such are developed since pre-service teachers do not see the whole picture of their teacher's teaching process (Lortie, 1975; Mewborn & Tvminski, 2006). They are only able to observe the aspects presented in front of them and how the aspects influenced them as students. In this case, 'they are not in a position to be reflective and analytical about what they see' (Mewborn & Tvminski, 2006, p. 30).

The data from observed practice indicated complete manifestations of the participants' beliefs in their actual practice. They showed both verbal immediacy including giving motivating words, compliments and having friendly conversations with their students, and non-verbal immediacy, such as eye contact and friendly gestures, during their

teaching. The SGIs also indicated the students' favourable impressions of the participants' positive attitudes. Close age gap might contribute to the rapport created during the practicum but, on some occasions, it might be a source of students' lack of discipline and compliance. In Radien's case, she seemed to face difficulties in managing the class when she assigned her students to work in groups. Moreover, most of the observed classes did not indicate the students' significant involvement in classroom interactions despite the good relationships between them and the trainee teachers. Most of them were still reluctant to communicate in English although the opportunity was available. Although a good rapport is essential in language learning, the data from classroom observation suggests that does not automatically generate students' WTC and active involvement in classroom activities as it is not the only contributing factor.

5.2.2.4. Using BI and English proportionally

Regarding the language used during the class, the participants believed that the use of BI and English should be proportional. They interpreted the notion of 'proportional use of BI and English' as 'using translation method' (Hira, PI), 'using code-switch' (Radien, PI) and 'using English as often as possible when explaining a lesson' (Novie, PI). They argued that the technique was not only applicable in a class dominated by the students with a low-level of English proficiency but also helpful to deliver the lessons. This aspect of beliefs seemed to be conceptualized based upon the absence of a model for English use. Their statements indicated that they were aware of the influence of language being used in the classroom to the students' communication skills development and believed that teachers should model use of English. Their statement was in line with Kang's (2013) argument that when the teacher uses English more often, it is more likely that students will imitate and use English more often too.

However, the participants' beliefs regarding the proportional use of BI and English were not fully realized in their practice. They admitted that BI was more effective to use in

some parts of teaching, especially in explaining a lesson, due to most students' low proficiency. This is in line with the findings of Floris' (2013) study which suggests that Indonesian teachers tend to use BI, especially to explain a language concept they consider as complicated. Although some experts (e.g. Cook, 2001; Nation, 2003; Levine, 2014) suggest that L1 is helpful in facilitating students' learning and reducing their anxiety in using L2, its use should be selective (e.g. in explaining grammar focus and new words or giving instructions) and should not dominate the teaching process (Cook, 2001; Hawks, 2001; Cuartas Alvarez, 2014; Levine, 2014). The excessive use of L1 may demotivate students to improve their comprehension level since they are always provided with explanation in L1 (Turnbull & Arnett, 2002). On several occasions, the participants' overuse of BI was apparent and the students were not encouraged to use English. Additionally, Levine (2014) contends that the use of L1 should be based on pedagogical reasons and not be chosen randomly; while the participants in this study tended to make random decisions regarding the use of language to deliver a lesson which were solely based on their convenience.

Furthermore, teachers' level of fluency determines how they use the target language during their teaching (Sakui, 2004; Amengual-Pizarro, 2007). All participants admitted that their English still improvement which often led them to avoid using English. Interestingly, in Radien's case, despite some errors she made, she often demonstrated sufficient confidence to speak English and used referential questions to stimulate students' participation in classroom interactions. She conveyed her strong motivation to encourage her students to use the target language through sufficient examples of spoken English.

5.2.2.5. Presenting interesting course materials

Although the three participants experienced being taught by the teachers who relied excessively on the coursebook, the experience exerted different impacts on the

formulation of their beliefs. Hira and Radien viewed over-reliance on the book failed to provide learners with more challenging, encouraging and productive learning; thus, both of them expressed their disapproval vis-à-vis the coursebook overuse. Despite this rejection, Hira and Radien mentioned that they did not fully deviate from the use of coursebook and still used it to support their teaching, especially as the source for structured written exercises. On this matter, Novie held slightly different beliefs. On one hand, she rejected overreliance on the coursebook; on the other hand, she nonetheless considered the coursebook as an important element in teaching and disagreed with the negative perception towards the use of coursebooks as the sole source. She argued that the content of coursebooks is suitable and useful for students as it was designed by experts based on the curriculum.

All three participants mentioned that compiling lesson materials from various relevant sources and presenting the rich materials using PowerPoint slides had several advantages for both teacher and students. They were certain that this method would help teachers avoid overusing the coursebook and ensure that their students developed positive perceptions of them as teachers. It was seen that the process of compiling the materials and preparing the slides gave opportunities for teachers to have better insights on the topics and prepare the lesson well. They also believed the use of PowerPoint would enhance students' interest and participation in classroom activities. Their beliefs are in line with some authors' (Bawaneh, 2011; Ozaslan & Maden, 2013; Lari, 2014) suggestions that the use of PowerPoint slides enhances students' performance as they make teaching content more interesting and help draw students' attention. Additionally, from the field of EFL, Segudo and Salazar (2011 in Lari, 2014) claim that the use of PowerPoint in EFL teaching supports teachers' presentation.

The findings of this study revealed consistencies between the participants' beliefs about the effectiveness of compiled course materials and the use of PowerPoint tool and their actual classroom practice. The data collected from SGI also revealed that the use of

compiled course materials and PowerPoint slides met the students' preferences. The students mentioned that the trainee teachers' presentation provided them with more useful information about the lesson. They further added that they preferred their teachers to use PowerPoint than to depend on the coursebooks throughout the session. In some observed occasions I conducted, the materials displayed on the PowerPoint slides, to some extent, could increase students' interests, for example when Radien showed a short movie about complimenting others in which the cast spoke in British English, or when Hira displayed a clip of a song. The students also showed a good level of participation in speaking activities, for example when Hira displayed a number of verbs on PowerPoint slides and asked the students to make sentences using the words.

Additionally, it was observable that Hira and Radien occasionally used the coursebook as the source of mechanical written exercises. Different from her colleagues, Novie showed quite significant reliance on the coursebook as she used it not only for the source of written exercises, but also of reading exercises. Regardless, all of them completely manifested their stated beliefs in their practice.

The participants' remarks often indicated that their standard about the effectiveness or ineffectiveness, the applicability and the suitability of course materials and lesson presentation methods was not supported by pedagogical principles and mostly constructed based on their learning experience and peer discussions. Nemser (2001) argue that these assumptions can be harmful to student teachers' teaching concepts and improvement since it might make them believe that they fully understand about certain aspects of teaching whereas, in fact, they do not have adequate knowledge.

5.2.3. The influences of the teaching practicum to the trainee teachers' beliefs

Several contextual factors in the practicum site, namely interactions with their peers and students, and the availability of teaching aids could influence the participants' stated beliefs. During the practicum, it was noticeable that the participants were left to run the teaching sessions and devise their own strategies without sufficient support, such as feedback, guidance or evaluation from the coordinating teachers and university supervisor. Many times they discussed their teaching experience with their colleagues to seek support and solutions as well as to exchange teaching ideas. The casual nature of the discussions allowed the participants to share their thoughts and teaching ideas freely. The participants shared written exercises materials since all of them believed the exercises helped improve the students' linguistic knowledge; however, not all participants attempted to create classroom interactions in English. The findings were in line with Gan's (2014) statement that peer discussions might be useful to generate new knowledge and develop confidence; however, as Schommer (1990) contends, the new information gained by pre-service teachers can only be automatically integrated into their belief system if the information is compatible with their existing beliefs. Thus, the participants' reluctance to create interactions in English with their students can be due to three reasons: first, the participants' lack of confidence to conduct the interactions and to use English, second, they believed that their students were not ready yet to become involved in interactions in English, and third, they believed that their main task was to strengthen the students' language knowledge for the purposes of periodical tests and exams.

Furthermore, the data of this study found that teaching aid availability (i.e. projector), students' preferences and teaching routine also contributed to the participants' stated beliefs regarding the teaching approach, negative effects of coursebooks overuse, the advantages of compiling teaching materials from various sources and using the PowerPoint platform. During the SGI, most of the students expressed their positive

responses towards the trainee teachers' practice which might be an indication that the trainee teachers' approaches, to some extents, met their preferences.

Additionally, the research method, especially SRI, helped them identify the challenges, recognize and articulate their beliefs. They were given opportunities to reflect on and analyze some important events in their teaching. For example, in Radien's case, she became aware of the errors she made in her pronunciation or the successful unrehearsed exchanges she carried out. In addition to that, through her observation videos, she recognized some actions she did to facilitate students' WTC, such as providing wait-time, giving clues, using certain corrective feedback method or certain classroom activities. While in Novie's case, SRI enabled her to recognize the gap between her stated beliefs and practice, and clarify the reasons attributed to the mismatches. The present study suggests that systematic and regular reflective practice supports trainee teachers' teaching improvement. Similarly, Debreli's (2012) study suggests that despite some unchanged beliefs, teaching practicum was able to develop the participants' awareness about the applicability of theoretical issues (p. 372)

Due to the afore-mentioned influential factors, the participants' beliefs were contested, strengthened, weakened and/or developed as the practicum progressed. The trainee teachers valued teaching internship as an important milestone in their process of learning to teach. They came to the practicum site with some expectations and images of the teaching context which were not always in line with actual practice. Despite the tensions they deal with during the practicum, the participants' statements indicate that most of their initial stated beliefs did not experience radical changes. They still believed that the aim of ELT is to enable students to communicate in English effectively and that providing sufficient opportunities to communicate in the classroom is an important prerequisite to fulfill the aim. In Hira's practice, the changes she made to her presentation technique apparently did not change her beliefs regarding the adoption of traditional methods but developed a new belief. Furthermore, although some aspects of espoused beliefs were not observably manifested in the participants' actual teaching

practice they are not automatically rejected. They still firmly held their beliefs and were optimistic that these beliefs could be enacted in practice if they taught in different contexts and/or had a status as a class teacher. For example, Novie restated her beliefs about the importance of communicative activities despite their absence in her actual practice. The findings are in contrast with Suárez Flórez and Basto Basto (2017) who found that most of the beliefs of their study participants change and only a few remain after the practicum.

To some extent, the present study is in line with Gutiérrez (2015) who suggests that teachers' beliefs remain largely unchanged after the practicum. Her study participants' prevailing beliefs are due to the teaching experience prior to the practicum. The participants in this study still strongly held their beliefs as the practicum confirmed to them that some of their teaching approaches were applicable, accepted and fruitful. It should be taken into account that stability in trainee teachers' aspects of beliefs does not mean these beliefs do not evolve, but it might indicate that trainee teachers are in the process of balancing their pre-existing beliefs and actual teaching reality they have dealt with (Johnson, 1992). Additionally, changes in beliefs do not necessarily indicate changes in practice and vice-versa (S.Borg, 2006).

CHAPTER SIX: CONCLUSION

The present study has explored three Indonesian EFL trainee teachers' espoused beliefs and actual teaching practice regarding facilitating students' willingness to communicate (WTC). The investigation was conducted during their teaching practicum in a high school (a secondary school in British education system) in Kuningan City, West Java province, Indonesia.

As noted in the previous chapter, the existing literature suggests that the teacher plays important role in facilitating students' WTC; however, studies investigating teacher's beliefs about facilitating students' WTC are rare. Thus, the present study was designed to light on the aspects of trainee teachers' beliefs regarding learners' WTC and the relationships between stated beliefs and practice.

This final chapter highlights significant findings of this research, explains some limitations and offers some practical recommendations for teacher education institutions and further research.

6.1. Summary and key findings of the study

This study addressed three research questions. The first question identified the trainee teachers' initial stated beliefs regarding facilitation of their students' WTC. The second question examined the relationships between the stated beliefs and the actual practice; and the last question revealed the post-practicum beliefs. The study also identified the influential factors contributing to the participants' initial belief construct. The findings raise our awareness about the core and peripheral beliefs that trainee teachers may hold, the influential factors to the development of their beliefs and the possible influences of teaching practicum to the state of their espoused beliefs. The following parts are the key findings addressing the research questions:

The answers to the research question 1 revealed that the participants believed in five main teaching aspects to facilitate students' WTC namely developing the students' metalinguistic awareness, providing ample opportunities to conduct actual and meaningful communication in English, creating a good rapport with the students, presenting interesting course materials (including using PowerPoint slides to display the materials, compiling the materials from various relevant sources and, for Hira and Radien, avoiding coursebooks reliance) and using L1 and L2 proportionally. Although their statements suggest that their learning experience is the main source of their initial belief construct, the trainee teachers did not automatically adopt all their former teachers' approaches in their own actual practice. The selection process –in which the participants sorted out the aspects of their learning experience and occurred perhaps unconsciously as well as consciously- played a crucial role in shaping their belief construct. They transformed the perceived ineffective, negative teaching aspects into effective, positive ones. Additionally, they identified some important aspects (e.g. communicative classroom activities, proportional use of L1 and L2) that were absent during their learning period and were responsible for their low level of proficiency. They believed that the presence of these aspects would help improve students' proficiency. As the results show, some aspects of their beliefs are contrary to their teachers' practice or seemed to fill the gaps. Although less significant than the influence of learning experience, TEP modules and contextual factors, especially constant peer discussions, also contributed to their initial stated beliefs.

With regard to the second research question, the findings indicated that the trainee teachers' practice showed consistencies with their stated beliefs regarding the adoption of an explicit teaching approach, compilation of lesson materials from various relevant sources, use of PowerPoint slides to present the materials, and the development of a good rapport with their students. A number of factors might be attributed to the congruence, such as their familiarity with the procedure (as in the implementation of the explicit teaching approach) as a result of the observations of their own teachers' practice for years, or due to the students' favourable responses as observed in one of Radien's

classes when she used a vignette to create interactions. On the contrary, their stated beliefs and practice regarding conducting communicative, student centred activities were inconsistently or incompletely manifested due to trainee teacher-related factors (e.g. lack of experience, low-level of fluency), student-related factors (e.g. low-level of proficiency) and contextual factors (i.e. large class size). The data also show that SRIs provided opportunities for the participants to identify, analyze and evaluate their practice as well as encouraging them to explain and clarify their decisions. Although SRI does not guarantee changes as observed in Hira's presentation technique, it raised the participants' awareness of some aspects of teaching that might facilitate their students' WTC, such as providing sufficient wait-time or limiting the use of BI. They were also able to articulate their understandings of corrective feedback. Additionally, they could identify some grammatical and pronunciation errors in their spoken English that motivated them to improve their English language skills, particularly speaking skills.

Finally, the third research question revealed that most of the trainee teachers' beliefs prevailed, having been strengthened and elaborated. The participants maintained some aspects of their beliefs although they were unable to manifest them in their practice. These beliefs were expected to be realized in their practice if they taught in a different context or as a class teacher. Although most of their beliefs remained unchanged, the teaching practicum developed the participants' awareness about encouraging students to participate and use English in classroom interactions. They were aware that, for example, teacher's low level fluency might hamper the efforts to generate students' WTC and the same teaching materials did not guarantee the same level of students' WTC to be generated.

6.2. Limitations of the study

The limitation of the present study concerns the small sample size and the participant's gender (all female trainee teachers). This is a case study involving three trainee teachers; thus, the results of this study cannot be extrapolated to other EFL Indonesian

trainee teachers. Trainee teachers may have different backgrounds and learning experiences. Thus, they develop different considerations in making sense of their learning experience which may result in different beliefs and practices regarding students' WTC in English. Additionally, due to the particularity of context (Indonesian EFL context, a high school as the practicum site and TEP institution in a small city), the study findings may not be relevant to other trainee teachers who study and undertake a teaching practicum in a different context. However, if readers and researchers notice similarities in the characteristics of this study when considering their own context, this study may well be transferable and relevant in some respects.

Other limitations may have been inherent to the study: since the participants had been informed about this study prior to the fieldwork, it is possible that their responses were influenced by this information. It is also important to reiterate that the data collection was started in the beginning of the third week of practicum; therefore, their teaching experience and peer discussions might have shaped their statements and practice.

The next limitation relates to the participants' tight schedule that made them unable to watch their observed teaching videos prior to the SRIs. If the participants had had time to do so, they would have been able to provide more vivid and critical analysis, evaluation and clarification of their practice. Nonetheless, the limitations do not necessarily diminish the findings and implications.

6.3. Implications and recommendations

The main implications of this study concerning the trainee teachers' beliefs are that any changes in their beliefs are not easy to observe and may only be temporary. Regarding the trainee teachers' practice, it is evident that a lack of example and guidance provided by teacher educators causes the trainee teachers to experience difficulties to encourage their students to use English in classroom communication.

The following sections offer several recommendations for EFL teacher education institutions, particularly within the Indonesian context, and for researchers in the field of EFL teaching and teacher education -particularly those interested in investigating similar foci: teachers' cognition and learners' WTC in English.

6.3.1. Recommendations for teacher education institutions

The study highlights the significant influence of teacher's beliefs on their practice; thus, it is crucial for IELTEP to encourage trainee teachers to reflect on and articulate their tacit beliefs so that they become more explicit. In this way, trainee teachers are aware of their beliefs and the possible effects that their beliefs exert while learning to teach as well as for their future teaching practice. Identification of trainee teachers' beliefs at early stage of their education enables any detrimental beliefs to be modified. More specifically, teacher educators should encourage and provide scaffolding for trainee teachers to articulate their pedagogical beliefs and challenge them through continuous critical reflection. When trainee teachers are accustomed to critically reflecting on their own practice, they are better equipped to carry out any necessary changes or modifications which may enhance their practice. Related to beliefs about facilitating learners' WTC in particular, teacher educators may use the findings of this study (e.g. the elements contributing to the formation of the trainee teachers' beliefs, the tensions between the trainee teachers' stated beliefs and practice) as sources of meaningful discussions to access their trainee teachers' beliefs. It is also evident that SRI is an effective method to reflect on trainee teachers' teaching practice. Through SRI, trainee teachers would be aware of their teaching aspects which may support or hamper students' progress and start. With guidance and encouragement from teacher educators, trainee teachers think alternative ways to teach more effectively and apply them in their practice. As S.Borg (1998, p.273) noted:

'Teacher development activities which draw upon vivid portraits of teaching and teachers to be found in research data can provide an ideal platform for the kind of other oriented inquiry which facilitates self-reflection'

As the study shows, the trainee teachers lacked understanding about communicative activities and ideas to create them. Institution administrators may invite practitioners and experts to hold training sessions and workshops about communicative, student-centred activities which are applicable in and suitable for common classroom situation in many Indonesian schools, such as large class sizes, students' diverse level of proficiency and limited teaching aids. It would also be fruitful if experienced EFL teachers as practitioners share their teaching experiences in creating conducive classrooms for communication to occur. Alternatively, showing relatable teaching videos can also be helpful in providing teaching ideas and starting brainstorm sessions. More importantly, teacher educators should ensure that trainee teachers have a sound understanding about the concept of WTC, the principles of 'communicative' and 'student-centred' approaches, and demonstrate the implementation of these approaches in their actual teaching. This practice can be used to encourage students to critically reflect on the approaches which may challenge their pre-existing beliefs.

The findings also revealed that one of the obstacles of creating a communicative classroom was the trainee teachers' insufficient proficiency or their low level of self-perceived communicative competence which often resulted in their anxiety and avoidance of using English. Indeed, it would be difficult to generate the students' WTC if the teachers did not show a good level of WTC. Thus, teacher training institutions need to set a clear standard of English proficiency in their entrance test so that trainee teacher candidates possess a good level of proficiency which is the main requirement as an English teacher. Regular tests involving a speaking test should be conducted to monitor students' progress and encourage them to improve their proficiency. English conversation club can be an option to support trainee teachers' language improvement. Additionally, teacher educators should be an example of the use of English in both written on spoken forms.

As the student teachers seemed to depend on Powerpoint displays, it would be beneficial if teacher educators encourage and train students to use any useful materials as teaching tools to support their teaching and be creative.

It is also interesting to acknowledge that some students learned English from YouTube and other social media. It would be advantageous if trainee teachers also utilize these media in their teaching. Perhaps, using familiar media and bringing updated topics during the lesson might increase students' WTC and participation.

6.3.2. Recommendations for future research

The findings indicate that the participants still find difficulties in facilitating students' WTC and creating communicative classroom activities; thus, investigating what is taught and modelled regarding these matters in IELTEP would provide insights into how the lack of communicative features in trainee teachers' practice can be addressed. In this sense, teacher educators' beliefs should also be examined to find out whether they hold detrimental or supportive beliefs to students' communication skills development and how *their* beliefs are reflected in *their* practices. Similarly, investigations into mentoring teachers' and university supervisors' beliefs and how their beliefs influence guidance and evaluation given to trainee teachers under their supervision would be fruitful. When all elements -teacher educators, university supervisors and mentoring teachers-coordinate their efforts, believe in the importance of facilitating students' WTC and consistently realize the beliefs in their practice, this would create a synergistic effect and would give consistently effective guidance and constructive evaluation to trainee teachers. In this way, trainee teachers would be able to envision effective approaches and design classroom activities appropriate for their practicum context to generate and increase the level of their students' WTC.

Further study should be conducted involving different types of participants and in different contexts within the Indonesian EFL context. For example, these could involve

trainee teachers who have a good level of proficiency in English and/or do practicum in urban schools in which the possibility of teaching students with a high level of proficiency and WTC is high. Additionally, involving both male and female trainee teachers would shed a light on the topic.

Researchers could adopt multi-perspective research design and/or longitudinal approach to gain richer data and to offer important insights to existing studies. The investigation may start from the preparation stage for the practicum, lasting until the end of the internship. Drawing upon the participants' statement that the status as class teacher would give them freedom to implement their beliefs, an investigation on teaching practice of the same participants when they teach in their own class would also yield important data of how their beliefs may evolve and subsequently manifested.

Comprehensive literature on teachers' beliefs and WTC would help teacher education institutions to design an effective programme to address trainee teachers' beliefs and develop a curriculum that equips trainee teachers with sufficient knowledge and foundational experience. This would also provide teaching ideas for teacher educators so that they could provide much needed guidance. It is impossible to reform English language teaching and learning field if ineffective and detrimental teachers' beliefs prevailed and went unchallenged. A harmonious cycle of research and practice to accurately uncover, raise awareness on, challenge and enrich beliefs on teaching, learning and WTC certainly represents a worthy research agenda in the future. In this way, a key yet often hidden element of practice in EFL can be better understood and improved to the benefit of all parties.

This page intentionally left blank

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:

Staff:<https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

Students:<http://intranet.exeter.ac.uk/socialsciences/student/postgraduateresearch/ethicsapprovalforyourresearch/>

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Funny Amalia Sari
Department	Graduate School of Education- Doctor of Education (TESOL)
UoE email address	fas206@exeter.ac.uk

Duration for which permission is required		
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that retrospective ethical approval will never be given.		
Start date:26/09/2016	End date:30/09/2017	Date submitted:21/09/2016

Students only	
All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.	
Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.	
Student number	640015662

Programme of study	Other Doctor of Education (EdD) Thesis
Name of Supervisor(s)/tutors or Dissertation Tutor	Dr. Susan Riley
Have you attended any ethics training that is available to students?	I have not attended any specialised ethics training apart from the one covered as part of the module phase.

Certification for all submissions
<p>I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.</p> <p>Funny Amalia Sari</p> <p>Double click this box to confirm certification <input type="checkbox"/></p> <p><i>Submission of this ethics proposal form confirms your acceptance of the above.</i></p>

TITLE OF YOUR PROJECT

**DEVELOPING LANGUAGE LEARNERS' COMMUNICATION SKILLS
A CASE STUDY OF TRAINEE TEACHERS' BELIEFS AND PRACTICE**

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

This study aims to explore trainee teachers' beliefs about the importance of developing language learners' communication skills in English and to investigate how their stated beliefs inform their teaching practice. The participants are trainee teachers of a private university in the Regency of Kuningan, West Java Province, Indonesia who conduct teaching practicum in a high school (secondary school) in the city.

Indonesia's current English subject curriculum for high schools is developed based on the concept of Communicative Language Teaching (CLT), a learner-centred approach which emphasizes building active interaction in the classroom using the target language. The main aim of this approach is to improve learners' communication skills. Therefore, encouraging learners to demonstrate their oral competence in realistic conversations is of paramount importance in the application of this concept.

Previous research (e.g Kang, 2005; McCroskey, 1987 cited in Liu and Jackson, 2008) indicated that such interaction requires learners' Willingness to Communicate (WTC) in the target language with peers or with the teachers. Teacher factors definitely hold significant roles in developing their students' WTC, and if teachers fail to use appropriate strategies to encourage speaking, the students would remain silent and a communicative classroom interaction would not be realized.

In accordance with the implementation of CLT in the curriculum, initial teacher training modules have introduced the concept of CLT so that trainee teachers are familiar with the concept and are able to interpret the concept when they are given opportunities to practice.

It is important to note that how a teacher teaches is, to some extent, influenced by her/his learning experiences. Sadtono et al, (1996) describe the teaching and learning process within Indonesian classrooms context is predominantly occupied by teacher explanation, brief question and answer phases, occasional choral chanting, and pupils predominantly listening, copying or doing exercises (cited in Lamb, 2007). Such teaching methods definitely shape students' beliefs about English teaching. They may view these types of teaching practices as 'common' and 'appropriate' to be applied; therefore there is a huge possibility that they employ similar approaches in their own teaching practice and such uncommunicative English teaching practices are still applied within EFL learning classrooms throughout the country. More worrying, this type of teaching approach may hinder the improvement of students' ability to communicate naturally in their target language. This situation contradicts the current English subject curriculum which aims to enable students to use English in actual communication and becomes a serious challenge for Indonesian EFL teaching. In addition to the possible negative impacts of teachers' learning experience on communicative teaching, other obstacles may also occur for example teachers' lack

of confidence and enthusiasm in using English in their practice that makes it difficult to encourage their students to do otherwise; the absence of good and communicative materials; and crowded curriculum which results in inadequate time for teachers to provide well-designed, meaningful communicative tasks (Musthafa, 2001).

Based on the findings suggested by the aforementioned researchers, as a teacher educator I considered it is essential to investigate trainee teachers' beliefs about developing language learners' communication skills, particularly about encouraging learners to have willingness to communicate, which might be highly influenced by their language learning experience. The common situation of classrooms within Indonesian public schools would also challenge trainee teachers to apply appropriate teaching strategies. Therefore it is equally important to find out how their stated beliefs inform the way they deal with the real classroom situation and whether or not their teaching practice changes or modifies their beliefs.

It is expected that the results of this study will provide insights about trainee teachers' beliefs and practice related to language learners' communication skills development and contribute to Indonesia's English Language Teaching in general and English teacher education in particular, especially in terms of curriculum and module development.

This study poses the following research questions:

1. What are teachers' pedagogical beliefs about EFL learners' WTC?
2. What teaching strategies do they apply in order to generate their students' WTC?
3. How do they apply the strategies?
4. To what extent do their stated pedagogical beliefs inform their practice?
5. To what extent does their teaching practicum influence their beliefs?

INTERNATIONAL RESEARCH

There is no Research Ethics Committee in Indonesia. Therefore the procedures for doing research in Indonesia are different from research undertaken in the UK. In Indonesia, permission to gather research data in schools lies in the hands of local district education officials and the head of related institution.

The study will take place in a secondary school (high school) in the Regency of Kuningan, West Java Province, Indonesia. Permission from the dean of the faculty of teacher education (where the trainee teachers are currently studying) and the headmaster of the high school (where the practicum will be conducted) are required. A personal letter has been sent to the dean and the headmaster, and they have verbally permitted the research to take place in their institutions. A formal letter from the university (or supervisor) to the dean, the headmaster and the head of Education and Culture office of the Regency of Kuningan is necessary as requested by the relevant parties.

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

A case study approach will be adopted in this research to explore trainee teachers' beliefs about language learners' communication skills development and to investigate the relationship of their stated beliefs with their teaching practice. Case study is considered appropriate because the focus of the current study is an instance of a complex phenomenon and aims to investigate a single unit of the phenomenon in detail (Gall et al., 2007).

In order to answer the research questions, I will collect data by applying several research tools:

1. Face-to-face interviews consisting of three interviews with the participants (trainee teachers) and two group interviews with their students. If necessary, I will also interview participants' supervisor and mentor teacher in order to collect background information about the programme and training procedures and the feedback they give to the participants. All interviews will be audio recorded;
 2. Five classroom observations for each participant which will include note takings in all observations. Two observations will be video recorded. I will use 2 digital cameras to focus on the teacher and the students and mount the cameras on tripods in two different sides of the classroom. The two cameras will be used since the class is quite big with 35-40 students in it, and it is important for me to be able to capture not only teachers' performance but also students' responses as much as possible.
 3. Stimulated recall interviews. The notes and videos taken from class observations will be discussed with the participants as a means of reflection through stimulated recall interview. These interviews will be conducted in the middle and the final week of the teaching practicum.
- I will send the results of data analysis to the participants to allow them to check the content.

PARTICIPANTS

The participants of this study are three trainee teachers majoring in English language teaching who conduct a teaching practicum in a secondary school (high school) and their students. Usually, one class consists of 35-40 students and each trainee teacher is assigned to teach 4 different classes in a week. Group interviews will be carried out with around 10-15 students taught by each trainee teacher focusing on students' responses towards trainee teachers' teaching performances. When needed, I will also interview the classroom teachers and participants' supervisor.

THE VOLUNTARY NATURE OF PARTICIPATION

The participants of this study are trainee teachers and students of a high school. All trainee teachers are adults and they were chosen through personal contact. They have agreed to participate.

Their students are teenagers between the ages of 15 and 17.

For interviews:

1. I will ensure all participants participate voluntarily;
2. The process of choosing participants and the interviews will be supervised by the class teacher;
3. I will seek written consent from participants. They will be asked to read the information letter and consent form and sign the form. To ensure all participants understand about the activities they involve in and their rights, all documents will be translated into Bahasa Indonesia. I will provide further information when needed;
4. I will inform the parents of all under 16-year-old students about the research activities and send them information letter and consent form (attached);
5. All interviews will be conducted in Bahasa Indonesia;
6. All interviews will be anonymised and confidentiality will be preserved;
7. At the beginning of all interviews I will ask participants whether they agree to me recording the session and explain to them that they can stop the recording at any point during the session.

For classroom observations:

1. I will ensure all participants participate voluntarily;
2. I will seek written consent from participants. They will be asked to read the information letter and consent form and sign the form (attached). To ensure all participants understand about the activities they involve in and their rights, all documents are in Bahasa Indonesia. I will provide further information when needed;
3. I will inform the parents of all under 16-year-old students and send them information letter and consent form;
4. I will explain that the classroom activities will be observed using 2 digital cameras due to the size of the class the number of students, and the cameras will be placed in two spots in the classroom. I will do my best to ensure that the positions of the cameras do not disturb the classroom activities nor participants' concentration and safety;
5. If a trainee teacher refuses to be video recorded, I will cancel the recording and only take notes to document the teaching process;
6. If a student or student's parent(s) refuses to be video recorded, I will make sure the student is not placed within the view of the camera;
7. If the entire students in a class refuse to be video recorded, I will cancel the recording and only take notes to document the teaching process.

Participants will be able to withdraw from the research at any time.

This study does not involve young children and vulnerable people.

If emailing, I will use my university email address, to preserve confidentiality and to distinguish my professional and academic roles.

SPECIAL ARRANGEMENTS

If some of the participants have special needs then I will do my best to choose a location for interviews to ensure not only accessibility and safety but also confidentiality. I will also try to accommodate participants' physical needs, including access to the venue, comfort, care or refreshment breaks during the interview/focus group process. Moreover I will accommodate any specific information and communication needs related to the disability, including those related to speech, hearing, sight or cognitive impairment.

To do so, I will closely cooperate with the headmaster and school teachers, and the trainee teachers' supervisor.

THE INFORMED NATURE OF PARTICIPATION

I will explain the aims of the study clearly in the information letter (attached) which will apply to all activities conducted in this study (interviews and classroom observations). The information section will be presented in Bahasa Indonesia and I will stress that participation is voluntary. The information section will clearly state that the participants' name will not be included in the research and the data will be kept in my personal computer which is password protected. Any documents related to this study will be stored in my private locker that can only be opened by me. Every reasonable effort will be made to ensure that no output will provide information which might allow any participant or institution to be identified from names, data, contextual information or a combination of these. In the writing of the findings in the thesis, participants will be given a pseudonym and referred to by this throughout.

ASSESSMENT OF POSSIBLE HARM

The study does not involve any political or ideological conflict items in all activities (interview questions, classroom observations) that may harm the participants of the study and me. However, group interviews with the students may cause inconvenience on the part of the students as they need to comment about the trainee teachers. In this case, I will ensure that everything will be confidential and the results of the interviews will not be discussed with anybody else. I will also need to establish rule for them to respect each other and I will also make sure to provide a detailed explanation to participants and reasons for not disclosing what is discussed outside the focus group.

I will be in the school area while collecting data with permission from the headmaster and the class teachers. They will be regularly informed about the research activities. The participants' supervisor will also be regularly informed.

The study will be conducted in the researcher's hometown.

The researcher's supervisor will be informed regularly about the progress of the study.

DATA PROTECTION AND STORAGE

I will only capture confidential information about participants on their consent forms and will not record any personal information about participants on tape at the start of the interview.

Following the interview, I will assign the participants aliases. I will record pseudonyms and actual names on a password protected spreadsheet that will be uploaded onto u drive. I will only store this document on u drive and not on my home computer or any portable devices.

Participants will be referred to in transcripts as trainee teachers and students. If interviews with the class teachers and trainee teachers' supervisors are conducted, they will be referred to as class teacher and supervisor. Further, details such as place, names or professions, may be changed to ensure anonymity if it appears that these may aid identification of participants.

My consent form explains how data will be stored and contains written privacy notice:

1. Consent forms will be scanned and uploaded into a separate file on u drive from the password protected spreadsheet and the original forms will be confidentially shredded;
2. Digital recordings will be deleted as soon as I have an authoritative transcript of the interview or focus group;
3. Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them;
4. I will ensure that any analysis of the data which is not stored on U drive only uses the aliases;
5. Data that includes confidential details (including contact details) may be kept for up to 5 years so that, if necessary, I can contact participants during my Doctoral study. It will be destroyed as soon as my EdD is awarded;
6. Anonymised data may be stored indefinitely.

Data will be kept confidential unless for some reason I am required to produce it by law or something in the interview causes me concern about potential harm to participants. In the case of the latter, I will first discuss with my supervisor what, if any, further action to take. If I am able to secure funding to have interviews transcribed then I will brief the transcriber on the need to remove any identifying details and will explain to the transcriber what I mean by this (for example,

names of participants).

DECLARATION OF INTERESTS

The research does not have a commercial aim and the research is funded by my sponsor, Endowment Fund for Education scholarship, The Government of the Republic of Indonesia or known in Indonesia as LPDP (*Lembaga Pengelola Dana Pendidikan*), so that I confirm that there is no commercial aim or any partnership with a company or charity etc.

USER ENGAGEMENT AND FEEDBACK

In the information letter I will inform the participants that they can contact me at any time via e-mail about the results of the study.

INFORMATION SHEET

I intend to provide both research participants with a combined information and consent form.

This section contains an example of the form I will use for the trainee teachers.

Title of Research Project

**DEVELOPING LANGUAGE LEARNERS' COMMUNICATION SKILLS
A CASE STUDY OF TRAINEE TEACHERS' BELIEFS AND PRACTICE**

Details of Project

Dear _____ (name of a trainee teacher)

My name is Funny Amalia Sari. I am a student of the Doctorate in Education (EdD) programme at the University of Exeter and this research is a part of my doctoral study. The research is funded by Endowment Fund for Education scholarship, The Government of the Republic of Indonesia or known in Indonesia as LPDP (Lembaga Pengelola Dana Pendidikan).

As the current English subject curriculum for high schools emphasizes improving students' communication skills, I am interested in investigating trainee teachers' beliefs about encouraging language learners to have 'Willingness to Communicate (WTC) in English in order to create communicative interactions in English subject classes, how these stated beliefs inform the trainee teachers' teaching practice during practicum, and how teaching practicum informs the stated beliefs. It is expected that by obtaining insights about trainee teachers' beliefs and their actual teaching practice, the research will contribute to Indonesia's English Language Teaching in general and English teacher education in particular, especially in terms of curriculum and module development.

The study will involve three interviews with you which may last 45-60 minutes each and will be in Bahasa Indonesia. Two of these interviews are stimulated recall ones in which both of us watch the videos of your teaching activities. I will ask you to give comments about your performance, for example your decision to perform particular roles or strategies, as a means of reflection. All interviews will be audio taped with your permission, and the taped interview will be transcribed verbatim afterwards. I will send the transcriptions to you for verification later and then the tape will be erased after the thesis is completed. In addition to that, I will also conduct five classroom observations. I will take notes during all observations and, with your permission, two classroom observations will be video recorded. The duration of each classroom observation will depend on your schedule. The videos will be erased after the thesis is completed.

If you do not want to be video-taped, I will only take notes and use the notes for the stimulated recall interviews.

Your participation is entirely voluntary. You may withdraw from the study without reasons at any point, and you may request removal of all or part of your data. You are not obliged to answer any question that you find objectionable or that makes you feel uncomfortable.

A pseudonym will replace your name on all data that you provide to protect your identity. No identifying information will be included in the document and confidentiality is absolutely guaranteed. Access to the data is strictly restricted to the researcher. I will report the results of the study in my Doctoral thesis and may also report in publications of various types, conference

presentations, journal articles, professional publications, and books. However, under no circumstance, will your name be released to anyone or appear in any publication created as a result of the study.

Contact Details

For further information about the research /interview data (amend as appropriate), please contact:

Name: Funny Amalia Sari

Postal address: College of Social Sciences and International Studies, St Luke's Campus, Heavitree Road, Exeter EX1 2LU

Telephone: 00 44 7413476076.

Email: fas206@exeter.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr. Susan Riley (S.M.Riley@exeter.ac.uk)

Graduate School of Education

University of Exeter

Heavitree Road

Exeter EX1 2LU

United Kingdom

Confidentiality

Interview tapes and transcripts and observation notes and videos will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). However, if you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit (please give your email below so that I am able to contact you at a later date). Your data will be held in accordance with the Data Protection Act.

Data Protection Notice

Data Protection Notice - The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

The data will be stored in the researcher's personal computer which is locked using password and the paper documents will be kept in the researcher's personal drawer which can only be accessed by the researcher.

1. Interview recordings. The digital recording of your interview will be deleted as soon as there is an authoritative written transcript of your interview;
2. Interview transcripts and contact details will be held and used on an anonymous basis, with no mention of your name, but we will refer to the group of which you are a member. Your personal and contact details will be stored separately from your interview transcript and may be retained for up to 5 years. If you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit (please give your email below). Third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the

interview causes concerns about possible harm to you or to someone else;

3. Video recordings. Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them. The video recordings will be deleted after the thesis is completed.

The study is funded by the Government of the Republic of Indonesia as a part of the scholarship received by the researcher. The result of the study will be reported in a form of the thesis and is expected to be shared in conferences, journal articles and presentations for professionals.

Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- I am participating in a case study;
- The researcher will observe my classroom and video-tape it;
- The researcher will interview me and record the interviews;
- There is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information which I give, may be shared between any of the other researcher(s) participating in this project in an anonymised form;
- All information I give will be treated as confidential;

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

.....
(Email address of participant if they have requested to view a copy of the interview transcript.)

.....
(Signature of researcher)

Funny Amalia Sari
(Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

Your contact details are kept separately from your interview data.

This section contains an example of the form I will use for the students who are only involved in observations

Title of Research Project

**DEVELOPING LANGUAGE LEARNERS' COMMUNICATION SKILLS
A CASE STUDY OF TRAINEE TEACHERS' BELIEFS AND PRACTICE**

Details of Project

Dear Students,

I, Funny Amalia Sari, a student of the Doctorate in Education (EdD) programme at the University of Exeter under the supervision of Dr. Susan Riley, am inviting you to participate in the study entitled 'Developing Language Learners' Communication Skills : A case study of trainee teachers' beliefs and practice'. I conduct this study to investigate trainee teachers' beliefs about language learners' Willingness to Communicate (WTC) in English, how these stated beliefs inform the trainee teachers' teaching practice during practicum, and how teaching practicum informs the stated beliefs.

The study will involve five classroom observations. I will take notes during all observations and, with your permission, two classroom observations will be video recorded. The duration of each classroom observation will depend on the schedule of English subject in your class.

If you choose not be video-taped, please let me know and I will make sure you can still participate in the classroom and will not be placed within the view of cameras.

Your participation is entirely voluntary. You may withdraw from the study without reasons at any point, and you may request removal of all or part of your data. You are not obliged to answer any question that you find objectionable or that makes you feel uncomfortable.

If you have any questions, please feel free to contact me at email fas206@exeter.ac.uk. If you have concerns or questions about the research, you can contact my supervisor Dr. Susan Riley (S.M.Riley@exeter.ac.uk)

Confidentiality

Observation notes and videos will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). Your data will be held in accordance with the Data Protection Act.

Data Protection Notice

Data Protection Notice - The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

The data will be stored in the researcher's personal computer which is locked using password and the paper documents will be kept in the researcher's personal drawer which can only be accessed

by the researcher.

Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them. The video recordings will be deleted after the thesis is completed.

The study is funded by the Government of the Republic of Indonesia as a part of the scholarship received by the researcher. The result of the study will be reported in a form of the thesis and is expected to be shared in conferences, journal articles and presentations for professionals.

Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- I am participating in a case study;
- The researcher will observe my classroom and video-tape it;
- There is no compulsion for me to participate in this research project and, if I do choose to participate, I may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about me;
- any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information which I give may be shared between any of the other researcher(s) participating in this project in an anonymised form;
- All information I give will be treated as confidential;

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

.....
(Email address of participant if they have requested to view a copy of the interview transcript.)

.....
(Signature of researcher)

Funny Amalia Sari
(Printed name of researcher)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s).

The consent form section below contains an example of the form that I will use for parents whose children are going to be observed and interviewed.

Title of Research Project

**DEVELOPING LANGUAGE LEARNERS' COMMUNICATION SKILLS
A CASE STUDY OF TRAINEE TEACHERS' BELIEFS AND PRACTICE**

Details of Project

Dear Sir/ Madam,

My name is Funny Amalia Sari. I am a student of the Doctorate in Education (EdD) programme at the University of Exeter and this research is a part of my doctoral study. The research is funded by Endowment Fund for Education scholarship, The Government of the Republic of Indonesia or known in Indonesia as LPDP (Lembaga Pengelola Dana Pendidikan).

As the current English subject curriculum for high schools emphasizes improving students' communication skills, I am interested in investigating trainee teachers' beliefs about language learners' Willingness to Communicate (WTC) in English, how these stated beliefs inform the trainee teachers' teaching practice during practicum, and how teaching practicum informs the stated beliefs.

It is expected that by obtaining insights about trainee teachers' beliefs and their actual teaching practice, it will contribute to Indonesia's English Language Teaching in general and English teacher education in particular, especially in terms of curriculum and module development.

The study will involve two group interviews with your child and his/her peers which may last 45-60 minutes each in Bahasa Indonesia. The interviews will be arranged at time and a location that is convenient and acceptable to your child. The interview will be audio taped with your permission, and the taped interview will be transcribed verbatim afterwards. I will send the transcriptions to you and your child for verification later.

I will also conduct five classroom observations. The duration of each class observation depends on the English subject schedule in your child's class. With your permission, I will video-record two English lesson classes and take field notes to document the English learning process occurs in your child's classroom.

If your child chooses not be video-taped, please let me know and I will make sure your child can still participate in the classroom and will not be placed within the view of cameras.

Your child's participation is entirely voluntary. She or he may withdraw from the study without reasons at any point, and you may request removal of all or part of your child's data. Your child is not obliged to answer any question that she or he finds objectionable or that makes her or him feel uncomfortable.

Contact Details

For further information about the research /interview data (amend as appropriate), please contact:

Name: Funny Amalia Sari

Postal address: College of Social Sciences and International Studies, St Luke's Campus, Heavitree Road, Exeter EX1 2LU
Telephone: 00 44 7413476076.
Email: fas206@exeteer.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr. Susan Riley (S.M.Riley@exeter.ac.uk)

Graduate School of Education

University of Exeter

Heavitree Road

Exeter EX1 2LU

United Kingdom

Confidentiality

Interview tapes and transcripts and observation notes and videos will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). However, if you request it, you will be supplied with a copy of your child's interview transcript (please give your email below so that I am able to contact you at a later date). Your child's data will be held in accordance with the Data Protection Act.

Data Protection Notice

Data Protection Notice - The information provided by your child will be used for research purposes and her or his personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. His or her personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form. The data will be stored in the researcher's personal computer which is locked using password and the paper documents will be kept in the researcher's personal drawer which can only be accessed by the researcher.

1. Interview recordings. The digital recording of interview with your child will be deleted as soon as there is an authoritative written transcript of your interview;
2. Interview transcripts and contact details SSIS Ethics Application Interview data will be held and used on an anonymous basis, with no mention of your child's name, but we will refer to the group of which your child is a member. Your child's personal and contact details will be stored separately from her or his interview transcript and may be retained for up to 5 years. If you request it, you will be supplied with a copy of the transcript of interview with your child. Third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to your child or to someone else;
3. Video recordings. Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them. The video recordings will be deleted after the thesis is completed.

The study is funded by the Government of the Republic of Indonesia as a part of the scholarship received by the researcher. The result of the study will be reported in a form of the thesis and is expected to be shared in conferences, journal articles and presentations for professionals.

Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- My daughter or son is participating in a case study;
- The researcher will observe her or his classroom and video-tape it;
- The researcher will interview her or him and record the interviews;
- There is no compulsion for my daughter or my son to participate in this research project and, if she or he does choose to participate, she or he may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about my daughter or son;
- any information which my daughter or son gives will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information which she or he gives may be shared between any of the other researcher(s) participating in this project in an anonymised form;
- All information my daughter or son gives will be treated as confidential;

.....
(Signature of participant)

.....
(Date)

.....
(Printed name of participant)

.....
(Email address of participant if they have requested to view a copy of the interview transcript.)

.....
(Signature of researcher)

Funny Amalia Sari
(Printed name of researcher)

One copy of this form will be kept by the participant’s parent or guardian; a second copy will be kept by the searcher(s).

Your daughter or son’s contact details are kept separately from your interview data.

The consent form section below contains an example of the form that I will use for parents whose children are going to be observed only.

Title of Research Project

**DEVELOPING LANGUAGE LEARNERS' COMMUNICATION SKILLS
A CASE STUDY OF TRAINEE TEACHERS' BELIEFS AND PRACTICE**

Details of Project

Dear Sir/ Madam,

My name is Funny Amalia Sari. I am a student of the Doctorate in Education (EdD) programme at the University of Exeter and this research is a part of my doctoral study. The research is funded by Endowment Fund for Education scholarship, The Government of the Republic of Indonesia or known in Indonesia as LPDP (Lembaga Pengelola Dana Pendidikan).

As the current English subject curriculum for high schools emphasizes on improving students' communication skills, I am interested in investigating trainee teachers' beliefs about language learners' Willingness to Communicate (WTC) in English, how these stated beliefs inform the trainee teachers' teaching practice during practicum, and how teaching practicum informs the stated beliefs.

It is expected that by obtaining insights about trainee teachers' beliefs and their actual teaching practice, it will contribute to Indonesia's English Language Teaching in general and English teacher education in particular, especially in terms of curriculum and module development.

The study will involve five classroom observations. The duration of each class observation depends on the English subject schedule in your child's class. With your permission, I will video-record two English subject classes and take field notes during the observations to document English learning process occurs in your child's classroom.

If your child chooses not be video-taped, please let me know and I will make sure your child can still participate in the classroom and will not be placed within the view of cameras.

Your child's participation is entirely voluntary. She or he may withdraw from the study without reasons at any point, and you may request removal of all or part of your child's data.

Contact Details

For further information about the research /interview data (amend as appropriate), please contact:

Name: Funny Amalia Sari

Postal address: College of Social Sciences and International Studies, St Luke's Campus, Heavitree Road, Exeter EX1 2LU

Telephone: 00 44 7413476076.

Email: fas206@exeteer.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact:

Dr. Susan Riley (S.M.Riley@exeter.ac.uk)

Graduate School of Education
University of Exeter
Heavitree Road
Exeter EX1 2LU
United Kingdom

Confidentiality

Observation notes and videos will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law).

Data Protection Notice

Data Protection Notice - The information provided by your child will be used for research purposes and her or his personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. His or her personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form. The data will be stored in the researcher's personal computer which is locked using password and the paper documents will be kept in the researcher's personal drawer which can only be accessed by the researcher.

Video recordings. Video recordings of classroom observation will be treated as confidential and I will not allow others to view videotapes casually and restrict access to them. The video recordings will be deleted after the thesis is completed.

The study is funded by the Government of the Republic of Indonesia as a part of the scholarship received by the researcher. The result of the study will be reported in a form of the thesis and is expected to be shared in conferences, journal articles and presentations for professionals.

Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- My daughter or son is participating in a case study;
- The researcher will observe her or his classroom and video-tape it;
- There is no compulsion for my daughter or my son to participate in this research project and, if she or he does choose to participate, she or he may withdraw at any stage;
- I have the right to refuse permission for the publication of any information about my daughter or son;
- any information which my daughter or son gives will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations;
- If applicable, the information, which she or he gives, may be shared between any of the other researcher(s) participating in this project in an anonymised form;
- All information my daughter or son gives will be treated as confidential;

.....
(Signature of participant)

.....
(Date)

..... (Printed name of participant) (Email address of participant if they have requested to view a copy of the interview transcript.)
..... (Signature of researcher)	Funny Amalia Sari (Printed name of researcher)

One copy of this form will be kept by the participant's parent or guardian; a second copy will be kept by the searcher(s).
Your daughter or son's contact details are kept separately from your interview data.

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.



GRADUATE SCHOOL OF EDUCATION
St Luke's Campus
Heavitree Road Exeter
UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: Developing language learners' communication skills: A case study of trainee teachers' beliefs and practice.

Researcher(s) name: Funny Amalia Sari

Supervisor(s): Susan Riley

This project has been approved for the period

From: 26/09/2016

To: 30/09/2017

Ethics Committee approval reference:

D/16/17/05

A handwritten signature in blue ink, appearing to read 'P. Durrant'.

Signature: Date 23/09/2016
(Dr Philip Durrant, Chair, Graduate School of Education Ethics Committee)

APPENDIX 3

THE SCHEDULE OF FIELDWORK

3 October 2016-6 December 2016

NO	WEEK	DAY, DATE	HOURS	PARTICIPANTS	CLASS	ACTIVITY
1	4	Monday to Thursday 3-6 October 2016	Introduction to headmaster, English teachers, trainee teachers			
2	5	Tue, 11 October 2016	Ethics Application approved			
3		Saturday, 15 October 2016	10.13-10.43	Ahmad	Piloting Introductory Interview	
4	6	Mon, 17 October 2016	Hand out Information Letter and Consent Form for students and the trainee teachers			
5			10.00-10.35	Radien	Introductory Interview	
6		Tue, 18 October 2016	14.10-14.40	Novie	Introductory Interview	
7		Wed, 19 October 2016	Hand out Information Letter and Consent Form for students			
8			11.05-11.40	Hira	Introductory Interview	
9		Thur, 20 October 2016	10.15-11.00 11.00-11.45	Hira	Yr. 10 (So4)	Classroom Observation 1
10		Fri, 21 October 2016	09.15-10.00 10.15-11.00	Radien	Yr. 10 (Sc4)	Classroom Observation 1
11		Sat, 22 October 2016				Send observation videos to Hira and Radien
12	7	Mon, 24 October 2016	08.35-09.15	Hira	YR. 10-(SC4)	Post-lesson (Stimulated Recall Interview 1)
13			14.45-15.30	Students of Hira and Radien	YR.10 (SO4)	Post-lesson (Group Interview)
14		Wed, 25 October 2016	10.15-11.45	Hira	YR. 10 (SC3)	Classroom Observation 2
		Thur-Sat, 26-28 October 2016	NO CLASSES. THE SCHOOL BAZAAR TO CELEBRATE 'BULAN BAHASA' (THE LANGUAGE MONTH)			
15		Fri, 27 October 2016				Send observation videos to Hira

NO	WEEK	DAY, DATE	HOURS	PARTICIPANTS	CLASS	ACTIVITY
16	8	Mon, 31 October 2016	07.45-09.15	Radien	YR.10 (SO4)	Classroom Observation 2
17			10.00-10.45	Radien	YR.10 (SC5)	Post-lesson (Stimulated Recall Interview 1)
18		Tue, 1 November 2016				Send observation videos to Radien
19		Wed, 2 November 2016	08.00-08.40	Hira	YR.10 (SC3)	Post-lesson (Stimulated Recall Interview 2)
20			10.00-10.45	Radien	YR.10 (SO4)	Post-lesson (Stimulated Recall Interview 2)
21		Thur, 3 November 2016	09.15-11.00	Novie	YR.10 (SC5)	Classroom Observation 1
22		Fri, 4 November 2016				Send observation videos to Novie
23		Sat, 5 November 2016	07.00-08.30	Hira	YR.10 (SC2)	Classroom Observation 3
24			12.15-13.45	Radien	YR.10 (SO3)	Classroom Observation 3
25	9	Mon, 7 November 2016	10.15-11.45	Radien	YR.10 (SO2)	Classroom Observation 4
26						Send observation videos to Hira and Radien
27			11.15-12.00	Novie	YR.10 (SC5)	Post-lesson (Stimulated Recall Interview 1)
28			14.30-15.15	Hira and Novie's students	YR.10 (SC3)	Post-lesson (Group Interview)
29		Wed, 9 November 2016	12.15-14.30	Novie	YR.10 (SC3)	Classroom Observation 2
30						Send observation videos to Radien
31			15.00-15.40	Hira's students	YR.10 (SC2)	Post-lesson (Group Interview)
32		Thur, 10 November 2016				Send observation videos to Novie
33		Friday, 11 November 2016	09.00-10.45	Novie	YR.10 (SO1)	Classroom Observation 3
34		Sat, 12 November 2016	09.00-09.45	Novie	YR.10 (SC3)	Post-lesson (Stimulated Recall Interview 2)
35	10.15-11.45		Hira	YR.10 (SC1)	Classroom Observation 4	
23	10	Mon, 14 November 2016	09.15-11.00	Novie	YR.10 (SC4)	Classroom Observation 4
24						Send observation videos to Novie and Hira
25			08.00-08.45	Hira	YR.10 (SC2)	Post-lesson (Stimulated Recall Interview 3)

NO	WEEK	DAY, DATE	HOURS	PARTICIPANTS	CLASS	ACTIVITY
26	10	Mon, 14 November 2016	15.00-15.30	Hira	YR.10 (SC1)	Post-lesson (Stimulated Recall Interview 4)
27		Tue, 15 November 2016	15.00-15.45	Radien's students	YR.10 (SO2)	Post-lesson (Group Interview)
24						Send observation videos to Novie
25		Thur, 17 November 2016	08.00-08.45	Radien	YR.10 (SO3)	Post-lesson (Stimulated Recall Interview 3)
26			15.00-15.45	Radien's students	YR.10 (SO3)	Post-lesson (Group Interview)
27			Fri, 18 November 2016	09.30-10.15	Novie	YR.10 (SO1)
28		11.00-11.45		Radien	YR.10 (SO2)	Post-lesson (Stimulated Recall Interview 4)
29		14.00-14.45		Radien and Novie's students	YR.10 (SC5)	Post-lesson (Group Interview)
30		Sat, 19 November 2016	08.00-08.45	Novie	YR.10 (SC4)	Post-lesson (Stimulated Recall Interview 4)
31	11	Fri, 25 November 2016	14.00-14.45	Hira's students	YR.10 (SC1)	Post-lesson (Group Interview)
32	12	Tue, 29 November 2016	12.00-14.00	All trainee teachers		Follow-up interview
33	13	Tue, 6 December 2016	11.00-13.00	All trainee teachers		Follow-up interview

APPENDIX 4

THE OVERVIEW OF THE PARTICIPANTS' CLASSROOM ACTIVITIES

Table 1 : Hira's teaching overview

Classroom observation	Class A	Class B	Class C	Class D
Lesson focus	The simple and perfect future tenses	The simple and perfect future tenses	The simple present tenses	The simple and perfect future tenses
Skill(s) focus	Speaking	Speaking	Speaking	Speaking
Types of exercises	Reading and translating sentences/texts from slides			
	Analyzing sentences (students indicate errors in the sentences)			
	Creating sentences (oral and written, individual) and answering teacher's questions about the tenses			Students answering teacher's questions using the tenses (using the snowball games)
	Written grammar exercises			
	Games.			
Assessment	Creating and performing a dialogue (in pairs)	Creating and performing a dialogue (in pairs)	Creating and performing a dialogue (in pairs)	Creating and performing a dialogue (in pairs)

Table 2 : Radien's teaching overview

Classroom observation	Class E	Class A	Class F	Class G
Lesson focus	The simple future tense	Expressing complimentary	Expressing complimentary	Expressing gratitude
Skill(s) focus	Speaking	Writing	Writing	Writing
Activities	Explanation, drilling for pronunciation, exercises	Explanation, exercises	Review previous lesson of expressing congratulation, explanation, exercises	Review previous lesson of expressing congratulation, explanation, exercises
Types of exercises	1. Students answering teacher's questions about the future tenses	1. Students finding definitions, samples of expressions of congratulation and occasions from websites		
	2. Making sentences in spoken form and individually	2. Reading and translating sentences/texts from slides and course book		
	3. Doing written exercises from the course book	3. Answering questions about a text	4. Students responding to vignettes read by the teacher using the expressions	
Assessment	Making and performing a dialogue (in pairs)	Making and performing a dialogue (in pairs)		Writing a letter (individuals)

Table 3: Novie's teaching overview

Classroom observation	Class E	Class H	Class I	Class J
Lesson focus	The simple present tenses	The simple past tenses	Recount text	Descriptive text
Skill(s) focus	Speaking	Speaking	Writing	Writing
Activities	Explanation, exercises	Explanation, , exercises	Explanation, exercises	Explanation, exercises
Types of exercises		Discussing the results of a periodical test		
	Students answering teacher's questions (e.g., the pattern of present tenses, when to use the tenses);			
	Written exercises from the course book;			
	Reading text and answering the questions;			
	Making oral and written sentences (individually and in pairs)			
Assessment	Making and performing a dialogue (in pairs)		Writing a text (individuals)	

APPENDIX 5

INTERVIEW TRANSCRIPT (TRANSLATED VERSION)

The preliminary interview with Radien

R: Researcher
Rad: Radien
T: Theme
St: Sub-theme
KI : Key Information

R : Let's talk about communication skills. Do you think it is important to have the skills?

Rad : Absolutely, I think the aim of language teaching is to enable students to properly and correctly use English in various situations and for any communication purposes, in both written and oral forms. I think it is important to have a good command in English nowadays. It has become one of main requirements for getting a job and even the language is also used to communicate in social media nowadays.

R : So what are your ideas to reach the aim?

Rad : In my opinion, it is crucial for students to have opportunities to practice speaking and writing in the class and teacher needs to facilitate it.

R : So, what will you do to make students use the opportunities?

Rad : By conducting exercises that are able to draw and maintain students' interest in the lesson.

R : Okay. Do you have specific kinds of exercises that may draw your students' interests?

Rad : Student-centered activities. Maybe like writing daily experience, doing classroom discussions, presentations, or any other projects.

INITIAL BELIEFS

T: THE AIM OF ELT.

KI:

- To develop learners written oral communication skills

T: THE IMPORTANCE OF LEARNING ENGLISH

KI:

- to get a job
- to participate in social media

T: TEACHING APPROACH:

ST: Communicative approach

KI :

- Available opportunities to practice;
- Teachers facilitate exercises

T: TEACHER'S TASKS AND ROLES:

KI:

- To facilitate classroom communication (Facilitator)
- A facilitator

T: TEACHING APPROACH:

ST: Communicative approach

KI:

- Interesting exercises;

T: TEACHING APPROACH:

ST: Communicative approach

KI:

- Student centered activities
- Types of activities: Writing experience, discussions,

presentations

R : Can you elaborate about student-centered activities? What is your definition?

Rad : In my opinion, the activities that encourage students to actively participate in classroom interactions and the teacher provides necessary supports, give more portions to students in terms of activities and talk time. Teachers are no longer dominate classroom activities, but facilitate the activities.

T: TEACHING APPROACH

ST: Communicative approach

KI:

- Student-centered activities
- More portions for students
- Less teacher's domination

T: TEACHER'S TASKS AND ROLES

KI:

- Facilitate
- Less teacher's domination

R : Have you tried to do any of the activities?

Rad : Not yet. But in terms of communicative activities, I try to interact with my students in English as often as possible, like in the beginning of the class. Sometimes I ask my students about their experience or daily activities or bring the topic related to the lesson on that day.

T: TEACHING APPROACH

ST: Communicative approach

KI:

- Classroom interactions

R : Do you think it's successful?

Rad : Well, the students sometimes do not give responses as I expect, but I'm sure that this type of activity needs to be done regularly so that the students get used to it. In my opinion, any unrehearsed communicative activities may increase students' confidence to interact in English and develop their skills to do so.

T: TEACHING APPROACH

ST: Communicative approach

KI:

- Unrehearsed activities
- Regular activities
- Raise students' confidence
- Develop students' skills

ST : Students' responses

KI:

- Minimum responses

R : In your opinion, what makes students are reluctant to involve in classroom interactions?

Rad : Maybe they are shy or afraid. They are still afraid of making mistakes although I have tried to convince them that it is not a big issue to make some errors because they still learn. We still learn.

T: LEARNERS' FEATURES:

KI:

- Shy, fear of mistakes

T: TEACHER'S TASKS AND ROLES:

KI:

- Motivator

T: TEACHING APPROACH

ST : Students' responses

KI:

- Intrinsic factors contributing to students' reluctance: shy, fear of making mistakes

R : Anything else?
Rad : I think it is also because most of them don't have a good level of English, so it is difficult for them to express their ideas.

T: LEARNERS' FEATURES:

- KI:
- Low-level of English proficiency
 - Difficult to express ideas

T: TEACHING APPROACH

ST: Students' responses

- KI:
- Intrinsic factors contributing to students' reluctance: low-level of English proficiency

R : Any other communicative activities?
Rad : I assigned my students to perform dialogues with their seatmates.

T: TEACHING APPROACH

ST: Communicative approach

- KI:
- Perform dialogue
 - Dyads

R : How does it help improve your students' communication skill?
Rad : They learn many things from the activity, for example how to say something in certain situations, how to respond to their partner's statements. It also improves their vocabulary and enhances their confidence because they need to perform the dialogue in front of the class. They also have a discussion with their seatmates to prepare the dialogue, so they can learn from each other. Some of them already have a good level of fluency in English, so they can help others in express their ideas and make the dialogue.

T: TEACHING APPROACH

ST: Communicative approach

- KI:
- The advantages of making dialogues

R : From whom do you get the ideas of classroom activities?
Rad : The dialogue? My teachers assigned me to do this type of activity.

T: TEACHING APPROACH

ST: Communicative approach

- KI:
- The influence of learning experience
 - Making dialogue

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

- KI:
- Making dialogue

R : So you are inspired by your English teachers.
Rad : Well, not all of the aspects of my teaching are inspired by my teachers' teaching because, in my opinion, there were some aspects of my teachers' teaching that were not effective.

T: TEACHING APPROACH

ST: Communicative approach

- Only some aspects are influenced by learning experience

R : Can you elaborate the ineffective aspects?
Rad : When I entered IELTEP, I realized that I couldn't speak English and read English texts well. Then, I tried to figure out why. I think it was because the classroom activities conducted by my teachers did not support the improvement of the skills. We rarely had speaking exercises since that was not the teacher's focus. They often only focused on written mechanical exercises, especially in grammar lesson. I think most of the students still couldn't write or speak well and even though we were drilled grammar patterns, many of us still could not put them correctly in our writing or when we speak, especially for unrehearsed communication. Well, there were some useful activities like making dialogue or story retelling that I adopt/ will adopt in my teaching practice.

R : Anything else?
Rad : The teachers always used Bahasa Indonesia to communicate in the class. So I wasn't motivated to speak English at all. At that time I didn't really bother about that since we were not tested for speaking skills. But I think an English teacher should give example of using the language.

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

KI:

- The results of observing teachers' teaching
- Identify that some aspects of teacher's teaching are ineffective

T: TEACHING APPROACH

ST: Communicative teaching

KI:

- Useful communicative activities to be adopted

ST: Traditional teaching

KI:

- Identified that the low-level of English fluency was due to the constant mechanical exercises

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

KI:

- Identified ineffective and effective teachers' teaching aspects

T: TEACHER'S TASKS AND ROLES:

KI:

- Identified the results of teacher's failure to perform the role 'facilitator' of communicative classroom activities;
- Need to provide communicative classroom activities/ speaking exercises

T: THE USE OF LANGUAGE

KI

- The disadvantages of using BI excessively;
- Teachers as an example of English language use;

- A lack of examples of using English resulted in the decrease of motivation

T: TEACHER'S TASKS AND ROLES

KI:

- As an example of the use of the target language
- To speak English proportionally

R : Do you mean English language teacher should use English?

Rad : Not always. It would be useless for teachers to use English all the time in the class because most students probably do not understand it, but on the other hand, using BI all the time would fail to enhance their language capacity. So, in my opinion, it is better to use BI because it will ensure students' understanding, especially when explaining a lesson and I insert English in my utterances. Mix them.

T: THE USE OF LANGUAGE

KI

- The disadvantages of using English or BI all the time;
- The main language used in explaining lesson is BI and do code-switch.

T: TEACHER'S TASKS AND ROLES

KI:

- To speak English proportionally

R : Interesting. You prefer to use code-switch.

Rad : Yes, because it is easier for students to understand the lesson, but they are still exposed to English and get some English vocabulary.

T: THE USE OF LANGUAGE

KI

- The advantages of using code-switch for students

R : It's useful for your students, right?

Rad : Yes, and it is useful for me too. I can switch between English and BI. If I use English, I would find difficulties to explain something. So yes, code-switch makes my explanation smooth. But for some instructions, such as asking students to open certain pages, or to work with their other classmates or individually, I always use English. They already understand such instructions and I never translate them, so they get used to it. I also remind them to finish or submit their work using English, for example 'five more minutes', 'please collect your paper'. They understand the instructions very well. I also make them speak English for some simple routines, for example to get permission to go to the restroom or to borrow something from their peers.

T: THE USE OF LANGUAGE

KI

- The advantage of code-switch for the teacher: make explanation smooth
- Use English to give certain instructions

T: THE USE OF LANGUAGE :

KI:

- Use English for simple routines

R : Alright. From your answers. It seems that you don't agree with grammar drilling and mechanical exercises. Is that right?

Rad : To some points, those exercises are useful. Because BI is different from English language, so it is necessary to explain language items clearly, then drill students and assign them some written mechanical exercises so that students have a sound understanding on the rules. These activities need to be done; otherwise they won't be able to do the communicative

T: TEACHING APPROACH

ST: Traditional approach

KI:

- Explicit teaching needs to be done to enable students to carry out

activities in the next part or to interact in English

communicative activities

R : So you think that explicit teaching and mechanical exercises are necessary. What do you do to avoid the same unsatisfying results as you experienced when you graduated from school?

Rad : My teachers rarely gave us exercises to communicate. I provide my students with such exercises. So they can put the theory into practice. And I try to present interesting and useful lesson, so English is no longer a difficult subject.

T: T: TEACHER'S TASKS AND ROLES

KI:

- Explainer;
- To transfer knowledge

T: TEACHING APPROACH

ST: COMMUNICATIVE APPROACH

KI:

- Provide students with communicative activities to put theory into practice

T: TEACHING MATERIAL

KI:

- Present interesting and useful lesson

T: TEACHER'S ROLES AND TASKS

KI:

- Present interesting and useful lesson

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

KI:

- Since rare communicative activities are considered as the reason of low-level fluency, the participant provide her students with the opportunities to put the theory into practice.

R : Can you tell me more about delivering interesting and useful lesson?

Rad : By compiling the material from various sources.

R : What about the course book?

Rad I still refer to it, especially for written exercises. What I mean is I don't depend on the book too much. It is better for me to compile the material and exercises from some sources so the explanation is more complete. I use other exercise books and

T: TEACHING MATERIAL

KI:

- Compiling lesson materials

T: TEACHING MATERIAL

KI:

- Use the course book as the source of written exercises;

websites as my sources. It is good because students get more information and various types of exercises that would add their knowledge and understanding.

- Reduce the dependence on the course book
- Use other exercise books and websites as sources of teaching material to provide students with more information and exercises;

R Can you explain it more? So you still use the book, but most of the teaching materials are from other sources. Is that right? Why do you think it is necessary to reduce the use of book?

Rad : Yes, that's right. Actually, it is because I mostly taught by teachers who depended on course book. I remember one or two teachers who held the course book throughout the class. For me, it was boring, unchallenging and not communicative. And I saw it as the sign of the teachers' lack of creativity. They didn't try to make the lesson interesting and understandable. From the experience, I think a teacher needs to go beyond the course book by being open to other sources of relevant materials. It's very easy nowadays to find good explanation about a topic and exercises to support the teaching from websites.

T: TEACHING MATERIAL

KI:

- Use other sources to support the teaching (other exercise books, websites)
- Book overuse might create boring, unchallenging and not communicative class

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

KI:

- Negative learning experience: teachers held the course book; dependence on the course is a sign of teachers' lack of creativity
- Teachers need to go beyond the course book; use other sources to provide good explanation

T: TEACHERS' TASKS AND ROLES

KI:

- Use other relevant sources to enrich teaching materials;
- Reduce the dependence on course books;

R : So you decided to compile the materials because of the experience?

Rad : That, and because I found some of my lecturers do interesting presentation by compiling the materials and using Powerpoint slides. And I'm lucky because the school provides projectors that I can use. My friends also have the same ideas about this. About compiling materials and the use of Powerpoint slides.

T: TEACHING MATERIAL

KI:

- Compiling materials and using Powerpoint slides to support lesson presentation
- Projectors are available at school to support teachers

R : What are your students' responses?
Rad : I guess they get advantages from it, Insya Allah.

R : So, Powerpoint slides help them understand the lesson well, yes?
Rad : I think so, yes. But I always think that a teacher might bring potentially useful teaching materials to class, but if she/he could not deliver it in an interesting and effective way, it would fail to draw students' interests to involve in their learning process.

R : So it still depends on the teacher, right?
Rad : Yes. I think so.
R : You learn a lot from your learning experience.
Rad : Yes. Because I'm a teacher candidate now, so sometimes I refer to my teachers' practice. I adopt the good ones and take the less good ones as a lesson to learn from.

R : What about the ITEP you attend?
Rad : Of course I've learned a lot from the modules about being a teacher and how to teach. I didn't know much about teaching

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: ITEP

KI:

- Teacher educators provide ideas to present interesting lesson presentation by compiling materials and using Powerpoint slides

T: SCHOOL SUPPORTS:

KI:

- Providing projectors to be used for teaching

T: TEACHING MATERIAL

KI:

Students benefit from the use of Powerpoint and compiled teaching materials

T: T: TEACHER'S TASKS AND ROLES

KI:

- Teacher as a key factor in creating students' interests in the lesson
- To bring useful teaching materials;
- To deliver the materials interestingly and effectively

T: TEACHING MATERIAL

KI:

Teacher as a key factor making a lesson interesting or less interesting

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

KI:

- Refer to the teachers' practice;
- Sort the aspects of teachers' teaching

T: THE INFLUENCE OF LEARNING EXPERIENCE

when I entered the programme. So, attending ITEP is an important phase in my learning to teach process.

ST : ITEP

KI:

- The influence of ITEP modules;
- ITEP is an important phase in learning to teach process

R : What do you think about the teaching practicum?

Rad : Well, I think it's an important stage in ITEP because I teach real classes, unlike microteaching. It's challenging. I felt nervous when I first started the practicum. But, after some classes, now I enjoy teaching and even I feel like time flies when I teach. Sometimes I can't deliver all activities I've planned.

T: **TEACHING PRACTICUM**

KI:

- An important stage in ITEP
- From being nervous to teach to enjoy the teaching.

R : Do you still remember what aspects that made you nervous?

Rad : Many. I think it is because I don't have any teaching experience. I was also afraid of students' responses. I was afraid they didn't understand my teaching or were not interested. And because this is one of the best schools, I thought they were fluent in English, better than me. But, Alhamdulillah, I received positive responses. I get closer with them, and that makes the class enjoyable.

T: **TEACHING PRACTICUM**

KI:

- Some pre-practicum assumptions made her nervous and not confident to teach;
- A good relationship with students makes the class enjoyable.

R : You develop rapport with your students, right?

Rad : Yes, of course. I liked English but when my teacher was too strict or kept a distance from students, I felt the subject was less interesting. So I think a teacher should have a good relationship with students, but not too close because it could make students disrespect the teacher.

T: **THE INFLUENCE OF LEARNING EXPERIENCE**

ST: School experience

KI:

- Teacher's attitudes towards students influence students' interests

T: **TEACHER'S CHARACTERISTICS**

KI:

- Not too strict

T: **TEACHERS' TASKS AND ROLES**

KI:

- Develop a good relationship with students;

R : What else do you learn from your learning experience? From your teachers?

Rad : Some teachers were really good. Their teaching was interesting. They were creative, in my opinion. They had various classroom activities and did games once in a while. They also motivated the students. I think that it is important to motivate students, especially because many students think English as a difficult subject.

T: **THE INFLUENCE OF LEARNING EXPERIENCE**

ST: School experience

KI:

- Positive teachers' features: creative and motivating

T: **TEACHER'S CHARACTERISTICS**

- KI:
- Creative: conduct various activities, games

T: TEACHERS' TASKS AND ROLES

- KI:
- Motivate students

R : Do you still remember any experiences with these good teachers?

Rad : Well, I still remember my teachers in Year 7 and Year 10 because they're very kind. They're humorous, friendly and helpful in and outside the classrooms. There were around 45 students, if I'm correct and not all students liked English. Maybe most of us didn't. But both of the teachers patiently and wisely handle the different types of students. So the class was not tense. I remember the one of my friends in Year 10 refused to answer in English because he said his English was bad and he didn't want to do it. So my teacher, she asked him which part of the question that was unclear; then she gave him some clues and let him to arrange the answer. Very patient. And my teacher always involved him in classroom activities.

T: TEACHER'S CHARACTERISTICS

- KI:
- Kind, humorous, friendly, helpful in and outside the classroom, patient, wise

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

- KI:
- Teacher's positive characteristics

R : Some examples of good characteristics.

Rad : That's right. I'm trying to do the same things. Insyah Allah.

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

- KI:
- Inspired by teachers' positive characteristics

R : Okay.

So what you do is to provide your students with sufficient explanation about the lesson, then facilitate them with opportunities to communicate. Is that right?

Rad : Yes. Students need to practice communicate in English so that they won't be awkward when they need to use the language in any given situations.

T: TEACHING APPROACH

ST: Communicative approach

- KI:
- The aims of communicative classroom activities

R : Okay, so far you've mentioned some factors, such as sufficient practice to interact in English, student-centered activities, unrehearsed interactions, explaining lessons clearly and performing dialogues. You believe that these would help enhance your students' communication skills. How do you make your students participate in the activities you conduct? How do you make them use the available opportunities?

Rad : I think by motivating students through words and actions, and showing attention to the students. I think it is important to have a good relationship with students so that they don't hesitate to ask if they have difficulties. And, of course, interesting activities and topics to talk about.

T: TEACHING APPROACH

ST: Communicative approach

- KI:
- To encourage students to participate: motivating them, showing attention, having a good relationship,

conducting interesting activities, bringing interesting topics to talk about

T: TEACHER'S TASKS AND ROLES

KI:

- To motivate students, show attention, create a good relationship;
- To conduct interesting activities
- To bring interesting topics

R : Interesting. Can you elaborate more? What kind of actions do you do to motivate your students?

Rad : I have used words to motivate my students. 'Come on, no need to be afraid to make mistakes, we're learning'. I was motivated by my teacher in Year 7. It's actually a simple act. Every time we finished doing a task, she checked our works and showed us which one was wrong and praised us for correct answers. She also signed our work if we did well. For me it's a good thing because I was motivated to do the task well.

T: TEACHER'S TASKS AND ROLES

KI:

- To motivate students using words

T: THE INFLUENCE OF LEARNING EXPERIENCE

ST: School experience

KI:

- Positive examples of teacher's motivating act

R : That's really interesting. Do you do what your teachers did? Signing students' exercise books and giving them feedback?

Rad : I haven't done that, but, Insya Allah, I'm planning to do so because it's really positive. But actually, the important point here is how to create a good, conducive situation to teach and learn. As I told you before, English is considered as a difficult subject. So, in my opinion, students should get a better understanding after the class and come back to the class the next day with enthusiasm to know more. Creating a conducive learning situation is clearly one of teachers' big and crucial tasks.

T: TEACHER'S TASKS AND ROLES

KI:

- To create good and conducive situation to teach and learn.

APPENDIX 6

CLASSROOM OBSERVATION CHECKLIST			
NAME:			
DATE:			
CLASS :			
LESSON:			
SKILL FOCUS:			
No	List of activities	Y/N	Notes
1	Using BI to deliver the lesson		
2	Using BI to give instructions		
3	Using BI to converse with students		
2	Correcting all errors, particularly grammatical errors		
3	Teaching grammar explicitly		
4	Activities promoting real communication		
5	Encouraging students to communicate in L2		

6	Paying attention to the content		
7	Dominating classroom conversation		
8	Using appropriate teaching aids to help create communicative activities		
9	Activities focusing on one skill		
10	Using pair and group work		
11	Using translation to teach vocabulary		
12	Discussing an interesting topic for students		
13	Allowing students to choose the topic		
14	Students are excited, curious		

	or interested to engage in any classroom activities.		
15	Giving students sufficient time to think before answering questions		
16	Providing opportunities for questions and answers		
17	Students asking questions, answer and explain certain topic using target language		
18	Teacher building on students' prior knowledge		
19	Teacher showing rapport with students		
20	Giving fair attention to all students		
21	Using course book as the only source		

Appendix 7

INTERVIEW TRANSCRIPT (TRANSLATED VERSION)

The stimulated recall interview (SRI) 1 with Hira

R: Researcher

H: Hira

T: Theme

St: Sub-theme

KI : Key Information

V: Video (e.g. V1: Video 1), the length of certain observed event recorded during the classroom observation.

1

2 R : Could you explain about this day's class?

3 H : I explained about simple future tense. I started with explanation. Yes, then exercises.

4 R : The skill focus was speaking ya?

5 H : Yes.

6 R : I observed that you started with a conversation with the students, then you showed a song clip, followed by the explanation part and some exercises, both written and oral. It's interesting. How did you plan the sequence? Do you have certain considerations in choosing these activities?

7 H : Of course I referred to the course book because it gives guidance based on the curriculum, then I tried to be creative with it by adding more explanations and exercises from other sources. I chose these activities because I think they are useful for the students. I compiled the presentation from some sources, so I think it gave clearer explanation. The exercises were not only written, but also oral to strengthen the students' understanding on the lesson.

EXPLAINING THE PRACTICE

T: Course material

ST: The use of the course book

KI: The course book is used because it is based on the curriculum

ST: The use of other sources

KI: A sign of creativity; enrich explanation and exercises; help students understand the lesson

8



(V1: 00.23-08.20)

9 R : Okay.

10 H : Could you explain about the first part of your teaching?

H : I actually wanted to initiate a conversation with my students about their plans for the upcoming weekend. But as you observed, it wasn't a conversation I expected. It's difficult to make them talk.

T: Classroom interactions (Warm-up strategy)
ST : Challenges

KI: Unable to create interactions with students.

T: Classroom general situation

KI: Students' reluctance

11 R : So, what did you have in your mind actually?

12 H : I asked them some questions, responded to them and asked other students to respond to their classmates' answers and gave them questions as well. But it didn't go that way.

T: Classroom interactions (Warm-up strategy)
ST : Challenges

KI: Unable to create interactions with students; unable to apply the plan

13 R : Why did they seem to be reluctant to answer the questions? Is it their general character? Or maybe because of my presence?

14 H : They are often like that, only some of them are really active. So maybe you noticed, the same students answered my questions; while others wait to be called.

T: Classroom interactions (Warm-up strategy)

ST : Challenges

KI: Students' reluctance; domination of active students

T: Classroom general situation

KI: Domination of active

- 15 R : Do you have any ideas how to improve this part of your teaching?
students; reluctant
- 16 H : Honestly, I don't know . It's really difficult to draw their interests. I'll do this activity regularly. Perhaps if they are familiar with the activity, they will have confidence and willingness to participate.
T: Classroom interactions (Warm-up strategy)
ST : Challenges
KI: Unable to create interactions with students; unable to apply the plan
ST: Efforts
KI: Conduct regular activities; uncertain with how to improve the classroom interactions
- 17 R : I wrote on my notes about the encouragement you gave to your students and wait time you provided. You said several times 'Come on, who else would like to share the plan for next week? Don't be shy'
Can you comment on it?
- 18 H : Actually it was spontaneous. I just realized that I said that several times. 'Don't be shy' or 'Don't be afraid of making mistakes' are the sentences I often use to encourage my students.
T: Classroom interactions (Warm-up strategy)
ST : Efforts
KI: Motivate students; provide wait-time to encourage students; spontaneous act
T: Teacher's characteristics, roles and tasks
KI: Motivator; provide wait-time
- 19 R : That's nice.
Now about the wait-time. Are you aware that it is suggested by some experts to increase students' participation?
- 20 H : Really? No, I don't know about that. It was also spontaneous and I always do that to give my students time to prepare.
T: Classroom interactions (Warm-up strategy)
ST : Efforts
KI: Provide wait-time to allow students to prepare; Spontaneous act
T: Teacher's characteristics, roles and tasks
KI: Provide wait-time as a spontaneous act
- 21 R : Anything else do you want to comment on this part?
- 22 H : I think, no.
- 23 R : Okay.

- 24 What about the topic of conversation?
Do you think it influences the students' interests.
H : Maybe. But I did this in the previous meetings with different topics, not only related to the lesson, but I also brought a topic about TV show, still the same active students answered me well. Some others answered jokingly and in BI, but they didn't do this on that day, maybe because you were there.
- T: Classroom interactions (Warm-up strategy)**
ST : Efforts
- KI: Bring some topics to class unrelated to the lesson
- ST : Challenges**
- KI: Unable to create interactions with students; students use BI; students answer jokingly
- T: The influence of the researcher's presence**
- KI: Students do not give joking answers; Students are more discipline
- 25 R : Does this kind of situation happen in all classes you teach?
26 H : Yes. This class, I think, is better than the other classes. It has more active students, so they can be helpful when no one answers my questions. They sometimes can make their classmates participate too.
- T: Classroom interactions (Warm-up strategy)**
ST : Efforts
- KI: Involve active students to encourage their peers
- 27 R : How?
28 H : Some of them are helpful, they help their peers to arrange their answers and give clues of words.
- T: Classroom interactions (Warm-up strategy)**
ST : Efforts
- KI: Involve active students to encourage their peers
- 29



- (V2: 00.08-09.24)
- 30 R : Okay, now it is the explanation.
Are you satisfied with this part of your teaching?
- 31 H : I think, yes. But I don't know.
- 32 R : Do you think your students got the point of your explanation?
- 33 H : I think so. Insya Allah. From the exercise, yes I think they understood my explanation. **T: Explanation**
ST: Explicit teaching

KI: Students' comprehension
- 34 R : Okay.
You explained the lesson very thoroughly and in details.
- 35 H : Yes, actually I know that they already learned about this in junior high. But, I think it is necessary for me to explain it again. **T: Explanation**
ST : Explicit teaching

KI: The reasons of adopting explicit teaching
- 36 R : Do you think they still remembered what they learned previously?
- 37 H : Some, yes. But I noticed some of them still made mistakes, for example, they said 'I will happy', or 'I will be go to school'. Although they got this lesson in junior high, still I needed to explain it again. They need to be aware of common mistakes like this. Explaining this would enable them to produce correct sentences. **T: Explanation**
ST : Explicit teaching

KI: The reasons of adopting explicit teaching
- 38 R : Okay.
Here, you also translated the content of the slides into BI. Can you explain about this part?
- 39 H : It's a part of explanation. The content was in English, so I translated it into BI. I do it in every class. But, you can see here I also asked my students to translate the content. I asked them to read it first. So they could practice their pronunciation. Translating the content, perhaps, would help them understand more about the lesson and add their vocabulary. **T: Explanation**
ST: The use of language

KI: The benefits of translating the slides

- 40 R : Interesting.
Any other advantages from it?
- 41 H : Well, I think they learn to translate, too. To make the sentence understandable in BI is not easy. What else? I think that's all.
- T: Explanation**
ST: The use of language
- KI: The benefits of translating the slides
- 42 R : Okay.
Do you have any considerations about which parts you translated and your students translated?
- 43 H : No.
But I always translated some first slides, then I asked some students to read and translate the next slides. Just to give examples.
- T: Explanation**
ST: The use of language
- KI: Translation method
- 44 R : Let's talk about the language you used during the explanation.
Can you explain about it?
- 45 H : I used BI most of the time.
It's because I needed to be sure that the lesson was well understood.
- T: Explanation**
ST: The use of language
- KI: Translation method
- 46 R : Okay, I see.
Now, we move to the next scene.
Here you tried to elaborate your explanation by using English (See Extract ____)
Can you explain about this part?
- 47 H : Yes, I explained in English then I translated into BI.
- T: Explanation**
ST: The use of language
- KI: Translation method; The use of English to elaborate
- 48 R : Yes. Any other comments on this scene?
- 49 H : I tried to use English to explain this part, but it doesn't look good, does it?
- T: Explanation**
ST: The use of language
- KI: The use of English to elaborate; Unsatisfied with her English fluency
- 50 R : What makes you think like that?
- 51 H : I looked confused.
- T: Explanation**
ST: The use of language
- KI: Unsatisfied with her English fluency
- 52 R : Okay, can you tell me how you felt at this moment? What you thought about your explanation?
- 53 H : Well, actually I had prepared well. Compiling the lesson makes me read the materials and I benefit from it. But still, I found difficulties in explaining it in English.
- T: Course material**
ST: The use of other sources
- KI: The benefit of compiling teaching materials
- T: Explanation**
ST: The use of language
- KI: Difficulty in explaining in

			English
54	R :	So, it wasn't about your knowledge on the lesson because you had prepared.	
55	H :	I think it's my English. I wasn't nervous at all. <u>It was simply because my English is not good yet.</u>	T: Explanation ST: The use of language
			KI: Unsatisfied with her English fluency
56	R :	So then you switched to BI.	
57	H :	Yes, and <u>it was better actually to use BI to explain a lesson.</u>	T: Explanation ST: The use of language
			KI: The use of BI to explain a lesson
58	R :	You explained to me in our first interview that the dominance of the use of BI might hamper the development of learners' proficiency. You experienced that. So how do you manage it?	
59	H :	<u>I try to use English more in other parts of my teaching, and I try to explain some parts in English as well. I still try to use the language proportionally.</u>	T: Explanation ST: The use of language
			KI: Attempts to use English and BI more proportionally
60	R :	That's good. So, do you still want to use translation method in your teaching?	
61	H :	Yes, because I think <u>it's a good method to apply.</u> I try to use the method here as often as I can because it is <u>an effective method. My students are exposed to English, I can practice my English, too and still I use BI to clarify my explanation.</u>	T: Explanation ST: The use of language
			KI: The benefits of translation method.
62	R :	Alright. Now, here you also asked your students to point out whether the sentences you displayed on the slides were true or false.	
63	H :	Yes, and to point out the incorrect parts.	
64	R :	Interesting. Could you tell me about this exercise?	
65	H :	It is <u>actually inspired by a part in TOEFL and I found this type of exercise in an exercise book.</u> I brought it to the class so <u>the students got various types of exercises.</u>	T: Exercises: ST: Oral exercises
			KI: Taken from an exercise book; Provide students with various types of exercises
66	R :	What do you think about the whole situation during the explanation?	
67	H :	<u>In my opinion, the situation was really conducive. Most students always paid attention to the explanation.</u>	T: Classroom general situation
			KI: Conducive as the students paid attention
68	R :	Most?	
69	H :	Yes, because <u>some of them usually chatted with their seatmates, or secretly opened their phones.</u>	T: Classroom general situation

			KI: Discipline issues
70	R :	What do you usually do to the students?	
71	H :	If I see them <u>chatting or looking down</u> , which is probably they <u>check their mobile phone</u> , I just <u>call their names and ask what they are doing</u> , then <u>tell them to pay attention</u> . <u>Sometimes, I call their names and ask them some questions related to my explanation</u> .	T: Classroom general situation
			KI: Involve students by asking them questions
72	R :	Does it work? I mean do they pay attention to the lesson?	
73	H :	For that time, yes. But of course, in another meeting, another class, there are always <u>students who don't seem to care about the lesson</u> .	T: Classroom general situation
			KI: Discipline issues
74	R :	Interesting. You told me in our first interview about trying not to make the class tense whenever you need to discipline your students.	
75	H :	<u>I hope I don't make the class tense</u> . I think, <u>I've managed it quite well so far</u> .	T: Classroom general situation
			KI: Attempt to create conducive class
76	R :	Any other things you want to comment on this part?	
77	H :	I think <u>compiling the lesson material is very effective, and displaying them using Powerpoint slides helps students understand the lesson better</u> .	T: Course material ST: The use of other sources
			KI: The benefit of compiling teaching materials
78	R :	So you will keep using the Powerpoint slides, right?	
79	H :	Yes, <u>because it is really helpful</u> .	T: Course material ST: The use of other sources
			KI: The benefit of compiling teaching materials
80	R :	Okay, what else that you still want to keep doing in your teaching?	
81	H :	I think <u>the activities I've conducted so far help students understand the lesson better</u> .	T: Exercises: ST: Oral exercises ST: Written exercises
			KI: The activities are useful
			T: Classroom interactions (Warm-up strategy) ST : Efforts
			KI: The activity is useful
82	R :	So, are you going to apply the same methods to teach other classes?	
83	H :	Yes, sure.	T: Classroom interactions (Warm-up strategy) ST : Efforts

KI: The activity is useful

84 THE NEXT SCENE:

Hira asked her students to make three types of sentences (positive and negative declarative and interrogative sentences) using the simple future tense. Some students voluntarily read their sentences, while others waited until Hira asked them to do so.

85 R : Okay, now let's move to the next part. This is when you gave the first exercise. Making sentences. Could you tell me about this activity? The purpose of it.

86 H : The purpose is to find out students' understanding.

T: Exercises:
ST: Written exercises

KI: Making sentences exercise; The activities are useful

87 R : Do you think it's effective?

88 H : I always do this activity and I can see whether or not the students have understood the lesson.

T: Exercises:
ST: Written exercises

KI: Making sentences exercise; The activities are useful; To find out whether or not students understand the lesson

89 R : Is this exercise from the course book?

90 H : No, actually it's from my own experience.

T: Exercises:
ST: Written exercises

KI: Making sentences exercise is inspired by learning experience

91 R : I see.

Can you tell me more about it?

92 H : My teacher always used this type of exercise to test our understanding. For me, through this exercise I knew whether or not I had understood the lesson and could produce correct sentences, written sentences, correctly. This is the same thing that my students experience, Insyah Allah.

T: Exercises:
ST: Written exercises

KI: Making sentences exercise; Benefitted from the activity as a student; Expecting the same benefits would be gained by her students

93 R : Interesting.

So, here some students voluntarily read the sentences they had written.

94 H : Yes. Some of them always raised their hands and participated voluntarily. But, as usual, some students seemed to be passive, so I had to call their names.

T: Classroom general situation

KI: Students' reluctance; domination of active students

95 R : This is interesting. They still kept silent even though it was not an unrehearsed conversation.

96 H : Yes, I think it was their habits to wait until the teacher called them. So, even though they have correct sentences, they'd rather keep silent. That's why I always call some students

T: Classroom general situation

especially they who rarely or never participate, or those who didn't seem to pay attention when I explained. That's to check whether or not they have correct sentences.

KI: Students' reluctance; Students' lack of confidence to participate; Teacher attempts to involve more students, particularly the inactive ones

T: Teacher's characteristics, roles and tasks

KI: Involve more students, particularly the inactive ones; check students' work

- 97 R : You also asked some questions.
98 H : Yes, to review the lesson before I continue to the next exercise.

**T: Exercises:
ST: Oral exercises**

KI: Review the lesson by giving some questions

- 99 R : Here you used BI.
101 H : BI and English.

**T: Explanation
ST: The use of language**

KI: The use of English and BI to ask questions (review the lesson)

- 102 R : Yes, BI and English.
So, you asked the first question in English and if the students couldn't answer the questions you translated and explained it in BI, then you used BI, most of the time.
H : Yes, because sometimes it becomes more confusion to explain something in English and the student might not understand it. So for explaining the question, I prefer to use BI.

**T: Explanation
ST: The use of language**

KI: The use of translation method; the domination of BI; BI is preferred for explanation; The use of English is sometimes complicated for the teacher and the students

- 103 R : And the students answered in BI, too.
104 H : Yes, because they would just keep silent if I pushed them to speak English.

ST: The use of language

KI: Students' reluctance to use English

T: Classroom general situation

KI: Students' reluctance to use English

- 105 R : Here you also called some students' names? Were they the inactive ones?

- 106 H : Yes. I always try to involve all students in classroom activities so that they focus on the lesson. **T: Teacher's characteristics, roles and tasks**
 KI: Involve all students to make them focus on the lesson
- 107 R : What do you think about this session?
- 108 H : I think because the simple future tense is not too difficult or complicated and it is a repetition of what they had learned at junior high school, the students could answer my questions well.
- 109 **THE NEXT SCENE:**
 Hira showed 10 multiple choice problems and asked the students to write their answers on the book as she counted to 5. After that she asked some students to share their answers before she mentioned the correct ones. In the end of the session, she asked the students who got all correct answers and those who had 1 and 2 mistakes to raise their hands. She praised these students.
- 110 R : The next exercises were written ones.
 So you gave them written exercises although the skill focus of the lesson was speaking.
- 111 H : Yes, because written exercises help students understand more. I think their sound understanding on the lesson enhance their communication skills. **T: Exercises:**
ST: Written exercises
 KI: Written exercises help develop students' understanding on the lesson; sound understanding help enhance communication skills
- 112 R : Okay.
 You displayed an exercise on the Powerpoint slides and two others were the course book.
 Could you tell me the reasons why you chose this multiple choice exercise from the website?
- 113 H : I browsed and I found this exercise, I thought it would be good to display the questions and made a competition. It was a good variation. **T: Exercises:**
ST: Written exercises
 KI: Various types of exercises and competition might draw students' interests
T: Course material
ST: The use of other sources
 KI: The benefit of using other sources of teaching materials; the use of Powerpoint displays/slides is helpful
T: Teacher's characteristics, roles and tasks
 KI: Prepare for teaching materials; use possible

- sources to enhance teaching
- 114 R : What do you think about the situation during the session?
 115 H : It was good. Most of them were enthusiast and I think it was fun, too. T: **Classroom general situation**
- KI: Students' enthusiasm, fun situation due to the activity
- T: Exercises:**
ST: Written exercises
- KI: answering multiple choice problems using competitive activity is able to draw students' interests and create a fun class.
- 116 R : Would you do the same exercise again?
 117 H : Yes, because it is good to review the lesson and also fun. T: **Exercises:**
ST: Written exercises
- KI: answering multiple choice problems using competitive activity is useful to review the lesson and able to create a fun class.
- 118 R : Okay, and then the written exercises from the course book yes? T: **Course material**
ST: The use of other sources
- KI: The course book as a source of written exercises
- 119 H : Yes
 120 R : It's interesting to see you walked around checking your students' work and talking to them.
 121 H : It's a good moment to answer their questions or find out if there are students who haven't fully understood the lesson. I often got questions from them, from those who are too shy to ask. Sometimes I don't get any questions at all when I ask my students if they want to ask me something, but when I walk around, approach them, some of them ask me some questions. T: **Teacher's characteristics, roles and tasks**
- KI: Ensure the students understand the lesson
- 122 R : And you also check their work
 123 H : Yes, I give them some correction if it is necessary. I think one to one tutorial is really effective but there are too many students and few students don't seem to be interested in using this opportunity even though they haven't fully understood. I'm not talking about this particular class. It's a common situation. T: **Teacher's characteristics, roles and tasks**
- KI: Ensure the students understand the lesson; provide corrective feedback
- T: Classroom general situation**

KI: Some students do not use the one to one tutorial; large class size makes tutorial difficult to do;

- 124 R : Not all students are motivated to learn English.
125 H : Yes.
126 R : Then you checked the students' work by asking some of the students to read it.
127 H : Yes, the students could practice their pronunciation as well.

T: Exercises:
ST: Written exercises

KI: Check the written exercise by asking some students to read their work

ST: Oral exercises

- 128 R : Here you gave some corrections for the students' pronunciation.
129 H : Yes.

KI: To enhance pronunciation

T: Exercises:
ST: Oral exercises

KI: Provide correction for the pronunciation

T: Teacher's characteristics, roles and tasks

KI: Provide correction for the pronunciation

- 130 R : Okay.
What do you consider when you arrange your teaching activities?
131 H : It's from the easier to the more complicated ones, I think.
132 R : So, for this class, you considered making sentences activity was easier than these written exercises. Is it right?
133 H : I think so, but maybe I'm wrong.
Sometimes I make some changes in class during the teaching.
134 R : So, it's not always ranging from the easier to more difficult.
135 H : Yes.

T: Exercises:
ST: Written exercises
ST: Oral exercises

KI: The activities do not always range from the easier to more difficult ones.

- 136 R : Okay.
So, what make you change the plan?
137 H : Just like last week, I planned to have a speaking exercise, but the students hadn't seemed to understand yet, so I

T: Exercises:
ST: Written exercises

		<u>gave them another written exercise.</u>	ST: Oral exercises
			KI: Changes made to make students understand
			ST: Written exercises
			KI: Written exercises to enhance students' understanding
138	R	: Written exercise ya? Why did you choose written exercise?	
139	H	: <u>It helped them understand more.</u> I hope so.	T: Exercises ST: Written exercises
			KI: Written exercises to enhance students' understanding
140	R	: Alright. Now, let's move to the last activity. It was <u>making a dialogue in pairs.</u> So this is the final activity.	T: Exercises ST: Oral exercises
			KI: Making a dialogue exercise to assess students' speaking skills using the simple future tense
141	H	: <u>The assessment,</u> yes.	
142	R	: Yes, you <u>gave them a score.</u> Could you tell me <u>what aspects you scored?</u>	
143	H	: <u>Pronunciation, the content.</u> Since the lesson was about the simple present tense, I checked <u>whether or not they used correct forms of the tense.</u> Then, I also scored their performance. If they could carry out the dialogue like a real conversation, that would give them a plus point.	T: Exercises ST: Oral exercises
			KI: The aspects scored from making a dialogue activity
144	R	: Anything else?	T: Exercises
145	H	: The most important aspect I checked was the use of the tense.	ST: Oral exercises
			KI: The aspects scored from making a dialogue activity
146	R	: Okay. So, how does this activity help develop and improve your students' communication skills?	
147	H	: I think that <u>they practiced how to ask and answer questions when they talk about something in the future, like their plans.</u>	T: Exercises ST: Oral exercises
			KI: The advantages of making a dialogue activity
148	R	: What could you conclude from their performances?	
149	H	: Well, I think <u>they understood the tense. They were able to apply it in sentences.</u>	T: Exercises ST: Oral exercises
			KI: Making a dialogue activity indicated students' understanding on the lesson
150	R	: Do you think this day's lesson was successful?	
151	H	: I don't know. I hope so, Insya Allah.	
152	R	: Are you happy with the results?	

- 153 H : Yes, I think so.
- 154 R : Are there any aspects that you want to improve?
- 155 H : Many.
I want to be able to make the students more active in activities. I also want to be more creative so that the activities can be more varied in interesting.
- 156 R : Anything else?
- 157 H : My fluency. I want to improve it.
- 158 R : Okay.
 Do you think the approach you adopt right now might be able to develop their communication skills?
- 159 H : I think so. The explanation is given to develop students' knowledge, then the exercises, I try to arrange the exercises which support the development of their communication skills. If the exercises are done regularly and students do it seriously, yes, it will improve their skills.
- T: Aspects to improve**
 KI: To make students more active; to be more creative
- T: Aspects to improve**
 KI: To improve English language fluency
- T: Explanation**
ST: Explicit teaching
 KI: Develop students' knowledge
- T: Exercises**
ST: Written exercises
ST: Oral exercises
 KI: Support the development of students' communication skills; exercises should be done regularly to improve students' communication skills
- T: Teacher's characteristics, roles and tasks**
 KI: Arrange exercises to develop students' communication skills

Appendix 8

INTERVIEW TRANSCRIPT (TRANSLATED VERSION)

The student group interview 1 with 5 students of Hira

Name of students:

1. Nai (N)
2. Alia (Al)
3. Rina (Ri)
4. Diana (D)
5. Aji (Aj)

AP : All participants

R: Researcher

T: Theme

St: Sub-theme

KI : Key Information

- 1 R : When did you start to learn English?
- 2 Aj : I had known English language long before I learned the language at school because of the TV cartoon series and movies I watched and songs I listened to. I started to learn English at school at Grade 4 (Year 4) and had a private English language course too for a while. I also learn from Youtube. I still do it until now
- 3 R : Interesting.
So, how does Youtube help improve your English?
- 4 Aj : I listen to it , write the expressions, words or phrases. I try to memorize them and use them in my writing.
- 5 R : Interesting.
What about you, Nai?
- 6 N : I started to learn English at Year 4, too. The same with Aji, I had been familiar with the language before that because my brother was good at English. He taught me vocabulary and we often had guessing games. I like English and, just like Aji, I also learn from Youtube. I use English in my social media, too and make some online friends from abroad.
- 7 R : So you have to use English to communicate with them.
- 8 N : Yes, but we often use slang and abbreviations.
- 9 R : Oh I see.
What about Alia?
- 10 Al : Yes, I also started to learn English at Year 4. But, different from Aji and Nai, I only learned English at school. I grew up in a village, so no one in my family was familiar with English. I have an older sister and an older brother, but they never taught me English.
- 11 R : So how did you find English when you first learned the language?
- 12 Al : It's interesting because it was a new language for me.
- 13 R : Did you find any difficulties?
- 14 Al : No, my teacher was good and nice. At that time we learned English through games, so it didn't feel like it was a school subject. It's more like a break time.
- 15 R : Nice.
Now, Rina. What about you?
- 16 Ri : The same. I learned English at Year 4. I had known the language before it but, unlike Nai and Aji, I only learned at school.
- 17 R : How did you find the subject?
- 18 Ri : It was interesting because I learned a new language.

- 19 R : Do you learn from Youtube, too?
- 20 Ri : No. I don't have enough internet data allowance to open Youtube.
- 21 R : I see.
Now, Diana. What about you?
- 22 D : The same. I learned at Year 4 and, like Aji, I attend English language course, too until now.
- 23 R : Does the course help you improve your English?
- 24 D : Yes.
- 25 R : Okay.
Have you ever experienced to be taught by a student teacher before?
- 26 Ai : Alia. Yes, when I was in junior high.
- 27 Aj : Aji. In junior high school
- 28 Ai : Not only English, but other subjects as well, like Bahasa Indonesia.
- 29 R : Okay.
So Alia said there were some student teachers who taught different subjects, right?
What's your general impression on being taught by student teachers?
Yes, Aji?
- 30 Aj : You mean on the student teacher who taught us English?
- 31 R : Especially who taught you English.
Yes, Alia?
- 32 Ai : It's interesting.
- 33 R : Why?
- 34 Ai : To have a new person teaching us is always interesting.
- 35 R : What about her or his teaching?
- 36 Ai : It was sometimes fun, but sometimes it wasn't. It wasn't boring, but just not so fun as other days.
- 37 R : It was common, right?
Yes, Diana?
- 38 D : But practicum teachers are more creative than the class teachers.
- 39 R : Could you share your story?
- 40 D : The English practicum teacher who taught me, she often taught us by using games or giving scores so we compete to get scores. For me, that was really interesting.
- 41 R : Your class teacher never did that?
- 42 D : Never.
- 43 R : And you liked it.
- 44 D : So did my friends.
Because we could learn from the games, too.
- 45 R : Interesting.
Nai, please.
- 46 N : Oh yes, the English practicum teacher who taught me also did the same things. Games and competition.
- 47 Aj : And more types of exercises.
- 48 R : Interesting. So Nai and Aji also have a good experience with the student teachers.
What about Rina?
- 49 Ri : Yes the same. It's good to meet different teachers and they also brought different type of exercises and way of teaching.
- 50 R : So all of you had a good experience with practicum teachers, particularly those who taught English.
Now, what about Miss Hira?
What do you think about her teaching in general?
Alia?

Hira's teaching in general

- 51 AI : She's a nice person and always helpful. **T: Teacher's characteristics, roles and tasks**
KI: Nice, helpful
- 52 R : So you think she has good personalities.
- 53 AI : Yes
- 54 R : So, what about her teaching, how she explains, the classroom activities she provides?
- 55 AI : I understand her explanation. I'm not a fast learner, so I'm thankful Miss Hira explains the lesson patiently and clearly, so I can catch it better. When we do the exercises, Miss Hira is always willing to help us, give us feedback and even explain more if it is necessary. **T: Teacher's characteristics, roles and tasks**
KI: Patient; helpful; explain clearly; give feedback; understandable explanation
T: Explanation
ST: Explicit teaching
KI: Understandable, clear
- 56 R : Okay.
What about others?
Nai?
- 57 N : Well, Miss Hira has a nice personality and like Alia said, she is helpful and patient. Yes, she explains clearly, but, in my opinion, it's too slow. So, in my opinion, it's boring and unchallenging. **T: Teacher's characteristics, roles and tasks**
KI: Patient; helpful; explain clearly; nice personality
T: Explanation
ST: Explicit teaching
KI: clear explanation BUT boring and slow
- 58 R : Why is that?
- 59 N : She often repeats her explanation. So it's a bit boring. **T: Explanation**
ST: Explicit teaching
KI: Repetitive and boring
- 60 R : Yes, Alia?
- 61 AI : Maybe because Nai has already known the lesson. Her English is good.
- 62 R : Is that so, Nai?
- 63 N : I don't know, but yes, when I've already known about a lesson, it becomes boring, moreover when the exercises are not challenging. But maybe, as Alia said, she tries to make the students understand more about the lesson. **T: Exercises:**
ST: Written exercises
ST: Oral exercises
KI: Not challenging (she has a good level of English fluency)

- 64 R : Do you think your classmates can understand Miss Hira's explanation?
- 65 N : My seatmate said so. It's understandable. **T: Explanation**
ST: Explicit teaching
KI: Understandable
- 66 R : What do you think, Aji?
- 67 Aj : For me, well, it's almost the same with Nai. But it's not because I've known the lesson. Maybe that, too. But, it's especially because sometimes Miss Hira looks confused when she explains something. **T: Explanation**
ST: Explicit teaching
KI: look confused
- 68 R : Confused how?
- 69 Aj : When she translates pieces of information from the Powerpoint slides, the translated explanation is sometimes confusing. So for me, it's better to read the information on the slides. **T: Explanation**
ST: Explicit teaching
KI: Confusing translation of Powerpoint slides
- 70 Al : Aji's English is good, too. So maybe he's known the lesson and gets bored.
- 71 Aj : No...no...Don't you see it that Miss Hira sometimes looks confused?
- 72 R : Alia, what do you think about that?
- 73 Al : Well, sometimes she does look confused. I remember she explained something and she seemed to forget a part of her explanation. **T: Explanation**
ST: Explicit teaching
KI: look confused
- 74 D : It was like she memorized it.
- 75 R : So, Diana, you think Miss Hira memorizes her explanation.
- 76 D : But that's not a bad thing, right? I still can understand her. **T: Explanation**
ST: Explicit teaching
KI: Understandable
- 77 R : Rina, what about you?
- 78 Ri : In my opinion, Miss Hira is a nice person. She is also cheerful. I don't have to be afraid to tell her that I haven't understood something. Miss Hira is always willing to help. Maybe because she's just a couple years older, so it is more like being taught by a sister than a teacher. **T: Teacher's characteristics, roles and tasks**
KI: nice, cheerful, helpful
T: Explanation
ST: Explicit teaching
KI: clear explanation BUT boring and slow
- 79 R : So, all of you agree that she has a pleasant personality, nice, kind, patient. Sometimes how she translates the Powerpoint slides is confusing and seems to forget what she needs to say. Okay, now, are you motivated to speak English in her class? Alia?
- 80 Al : If Miss Hira asks questions in English, I always try to answer in English. **T: Classroom interactions**
ST: Students' responses
ST: The use of language
KI: Use English when

- the question is in English
- 81 R : Does she often give you chances to speak English?
- 82 AI : In my opinion, yes. She asks questions, asks us to read or make a dialogue.
- T: Classroom interactions**
ST : Efforts
- KI: Have opportunities to speak English
- 83 R : What about Rina?
- 84 Ri : Yes, the same with Alia, I also try to speak English when Miss Hira asks questions in English.
- T: Classroom interactions**
ST: Students' responses
ST: The use of language
- KI: Use English when the question is in English
- 85 R : Do you ask her in English?
- 86 Ri : No. if I have questions, I always ask in BI.
- T: Classroom interactions**
ST: Students' responses
ST: The use of language
- KI: Use BI to ask questions
- 87 R : Nai?
- 88 N : I like speaking English, so yes, I always speak English in English class, to answer Miss Hira's questions and ask questions. But, comparing to our class teacher, Miss Hira doesn't seem to be fluent in English. And she has a thick Sundanese accent.
- T: Classroom interactions**
ST: Students' responses
ST: The use of language
- KI: Use BI constantly; Hira isn't as fluent as the class teacher and has an accent
- 89 R : Yes, Diana?
- 90 D : Yes, that's true. She often pronounces 'f' as 'p', like many Sundanese.
- T: Classroom interactions**
ST: The use of language
- 91 R : Do you speak English in her class?
- T: Classroom interactions**
ST: Students' responses
ST: The use of language
- KI: Hira has an accent
- KI: Use English when the

- question is in English
- 92 D : Only if Miss Hira asks me.
- 93 R : Do you wait to be called or just voluntarily answer?
- T: Classroom interactions**
ST: Students' responses
- KI: wait to be called
- 94 D : Just wait to be called.
- 95 R : Why?
- 96 D : I don't know. Just wait.
- 97 R : Nai, you said you always speak English. Does it mean you speak even though Miss Hira doesn't ask you to do that?
- 98 N : Yes, I always try to communicate in English with her, but she often replies in BI.
- T: Classroom interactions**
ST: Students' responses
- KI: always try to communicate in English
BUT Hira often replies in BI
- 99 R : So, how do you feel about that?
- 101 N : It doesn't influence me. I keep talking in English.
- T: Classroom interactions**
ST: Students' responses
- KI: always try to communicate in English
- 102 R : Rina?
- Ri : Nai and Aji are good in English, so they always speak in English, even they use slang words.
- 103 R : How's Miss Hira's reaction when you or Aji uses English slangs?
- 104 N : Just answer in BI.
- T: Classroom interactions**
ST: The use of language
- KI: Hira uses BI
- 105 Aj : Sometimes she asks me the meaning and from where I got the words.
- 106 R : Nai?
- 107 N : I think English teachers should also know about popular words used in movies or social media, because I think that's the actual language used by the native speakers in their daily conversations.
- 108 R : That's interesting.
So, Aji, do you do the same things as Nai? I mean do you use English in class constantly?
- 109 Aj : Yes, because it is English class, so I think we need to use English as much as possible. Although we aren't fluent enough, it is not a problem. We're learning.
- T: Classroom interactions**
ST: Students' responses
ST: The use of language

KI: always try to communicate in English

T: Teacher's characteristics, roles and tasks

KI: motivating

- 110 R : Miss Hira also said that during her teaching that I recorded.
111 Aj : Yes, she said that especially to motivate those who keep silent.

T: Teacher's characteristics, roles and tasks

KI: motivating

- 112 R : Do you have the same opinions as Nai's about Miss Hira's English?
113 Aj : Comparing to our class teacher, of course our class teacher is more fluent and she talks a lot in English. Miss Hira is not fluent yet, and she made some mistakes in pronouncing some words.

T: Classroom interactions
ST: Students' responses
ST: The use of language

KI: Use BI constantly; Hira isn't as fluent as the class teacher and made some mistakes

- 114 R : Yes, Rina?
115 Ri : She told me she is also still learning. So, I understand it.
116 R : Okay, what do you think about the exercises, such as making a dialogue? Do you think it helps improve your speaking skills? Diana?
117 D : I like the activity because I can prepare my sentences first. I also understand more about the lesson because I can discuss with my seatmate.

T: Exercises:
ST: Oral exercises

KI: She likes the making a dialogue activity; help understand the lesson; enable her to discuss with seatmate; allow her to prepare sentences.

- 118 R : So it is helpful for you ya?
119 D : Yes.

T: Exercises:
ST: Oral exercises

KI: Making a dialogue activity is helpful

- 120 R : Alia, please?
121 AI : I also like making a dialogue exercise, and I also like games.

T: Exercises:
ST: Oral exercises

KI: She likes making a dialogue activity and

games

- 122 R : Games?
123 AI : Yes, last week we had a guessing game. Miss Hira showed a sentence to a student and she/he had to mime it for the class to guess. It was really fun.
124 R : Did it relate to the lesson?
125 AI : Yes, the simple present tense

T: Exercises:
ST: Oral exercises

KI: The games related to the lesson being taught

- 126 R : Interesting.
Yes, Nai?
127 N : I like games, too. That game was fun. The other one, Hangman Game, was also fun.

T: Teacher's characteristics, roles and tasks

KI: Creative

- 128 R : What about the exercises? Making a dialogue or written exercises.
129 N : The exercises are helpful, but sometimes it takes too long so I get bored. Making a dialogue activity is fun, I can use my imagination and the vocabulary I know.
But of course it is better if Miss Hira converses with us more often.

T: Exercises:
ST: Oral exercises

KI: The games related to the lesson being taught; the students like it; making a dialogue activity is fun BUT can be boring

- 130 R : Converse with you?
131 N : Yes, we are given some time to prepare to make a dialogue. But I think, it is better to have more conversations in English, talking about popular issues, especially among youths, like KPop stuffs or movies. It would help us improve our communication skills. That's just my opinion.

T: Exercises:
ST: Oral exercises

KI: Expecting more opportunities to practice

- 132 R : Interesting.
Yes, Aji?
133 Aj : I agree with Nai. I also like the making a dialogue activity. This is not only helpful but entertaining because some of my classmates always act it out in a funny way.

T: Exercises:
ST: Oral exercises

KI: Making a dialogue is helpful and entertaining

- 134 R : Interesting.
Do you think the activity help improve your communication skills?
135 Aj : Yes, but as Nai said, Miss Hira should use English more often when converses with us. It'll help us be more fluent.

T: Exercises:
ST: Oral exercises

KI: Making a dialogue helps improve communication skills; expecting more opportunities to interact in English

- 136 R : Diana?
137 D : Yes, it helps me improve my communication skills because I know

T: Exercises:

how to use the tenses in a conversation.

ST: Oral exercises

KI: Making a dialogue helps improve communication skills

138 R : Rina?

139 Ri : All exercises help me understand the lesson. I don't really like performing the dialogue, it's embarrassing. And Miss Hira doesn't allow us to bring our note so we have to memorize the dialogue, it makes me nervous and I'm afraid I'll get low score.

T: Exercises:

ST: Written exercises

ST: Oral exercises

KI: All exercises help student understand the lesson; dislike making a dialogue activity

140 R : Aji and Nai agree that Miss Hira should converse in English more often. What do you think?

141 Ri : That could be good. But my English is not good. Miss Hira often asks us in English, but I rarely answer because my English is not good.

T: Exercises:

ST: Oral exercises

KI: Low level of self-confidence to speak English

APPENDIX 9

Name:		Hira				
CO/SRI/SGI :		1				
NO	THEMES	SUB THEMES	KEY INFORMATION	CLASSROOM OBSERVATION	SRI	SGI
1	Course material	The use of the course book	The course book is used because it is based on the curriculum	(CO 1- No. 21) Some mechanical written exercises were from the course book.	(SRI 1-Line 7) <u>Of course I referred to the course book because it gives guidance based on the curriculum, then I tried to be creative with it by adding more explanations and exercises from other sources. I chose these activities because I think they are useful for the students. I compiled the presentation from some sources, so I think it gave clearer explanation. The exercises were not only written, but also oral to strengthen the students' understanding on the lesson.</u>	
		The use of other sources	A sign of creativity; enrich explanation and exercises; help students understand the lesson	(CO 1-No. 21) Compiled from various sources	SRI 1-(Line 7) <u>Of course I referred to the course book because it gives guidance based on the curriculum, then I tried to be creative with it by adding more explanations and exercises from other sources. I chose these activities because I think they are useful for the students. I</u>	

					compiled the presentation from some sources, so I think it <u>gave clearer explanation</u> . The exercises were not only <u>written</u> , but also <u>oral to strengthen the students' understanding on the lesson</u> .	
2	Classroom interactions	Challenges	<ul style="list-style-type: none"> - Unable to create interactions in English with students; - Unable to apply the plan to conduct interactions in English; - Students' reluctance; - Domination of active students; - Students use BI; - Students answer jokingly; - Uncertain with how to improve the classroom interactions 		<p>(SRI 1-Line 10)</p> <p>I actually wanted to initiate a conversation with my students about their plans for the upcoming weekend. But as you observed, it wasn't a conversation I expected. <u>It's difficult to make them talk.</u></p> <p>(SRI 1-Line 12)</p> <p>I <u>asked them some questions, responded to them and asked other students to respond to their classmates' answers and gave them questions as well.</u> But <u>it didn't go that way.</u></p> <p>(SRI 1-Line 14)</p> <p><u>They are often like that, only some of them are really active.</u> So maybe you noticed, <u>the same students answered my questions; while others wait to be</u></p>	

					<p><u>called.</u></p> <p>(SRI 1-Line 16)</p> <p>Honestly, <u>I don't know</u> . It's really <u>difficult to draw their interests</u>. <u>I'll do this activity regularly</u>. Perhaps <u>if they are familiar with the activity, they will have confidence and willingness to participate.</u></p>	
		Efforts	<ul style="list-style-type: none"> - Conduct communicative activities regularly; - Motivate students; - Provide wait-time to encourage students; - Some students attempt to respond in English if the teacher uses the language 	<p>(CO 1-No. 15)</p> <p>Wait-time was provided sufficiently and even longer for those who seemed to have difficulties to answer.</p> <p>Clues were given.</p> <p>(CO 1-No. 19)</p> <p>Teacher shows rapport with students: Had some informal conversations with some students. Laughed. Helped some students when need</p> <p>(CO 1-No. 20)</p> <p>Giving fair attention to all students</p>	<p>(SRI 1-No 16)</p> <p>Honestly, <u>I don't know</u> . It's really <u>difficult to draw their interests</u>. <u>I'll do this activity regularly</u>. Perhaps <u>if they are familiar with the activity, they will have confidence and willingness to participate.</u></p> <p>(SRI 1-No. 18)</p> <p>Actually <u>it was spontaneous</u>. I just realized that I said that several times. 'Don't be shy' or '<u>Don't be afraid of making mistakes</u>' are the sentences I <u>often use to encourage my students</u></p>	<p>(SGI 1-Line 80-AI)</p> <p>If Miss Hira asks questions in English, I always try to answer in English.</p> <p>(SGI 1-Line 82-AI)</p> <p>In my opinion, yes. She asks questions, asks us to read or make a dialogue.</p> <p>(SGI 1-Line 84- Ri)</p> <p>Yes, the same with Alia, I also try to speak English when Miss Hira asks questions in English.</p>
	Classroom general		<ul style="list-style-type: none"> - Most students use 	(CO 1- No. 14)	(SRI 1- Line 10)	(SGI 1-Line 80-AI)

	situation		<ul style="list-style-type: none"> - BI; - Students' reluctance; - Domination of active students - Some students attempt to respond in English if the teacher uses the language; - Students preferred to use one-to-one tutorial to ask questions to the class 	<p>Most students were reluctant to use English and wait to be called. Only some students with a good level of English proficiency were active. Only a few students were willing to try to use English. Some students in the back row sometimes chatted, checked their phones and doodled (?).</p> <p>(CO 1- No. 16)</p> <p>No questions from the students, so the teacher asked some questions to review the lesson. When the teacher walked around, she got some questions.</p> <p>(CO 1- No. 17)</p> <p>Only a couple of students asked and answered in English. Some students answered in English after being reminded to do so.</p>	<p>I actually wanted to initiate a conversation with my students about their plans for the upcoming weekend. But as you observed, it wasn't a conversation I expected. <u>It's difficult to make them talk.</u></p> <p>(SRI 1- Line 14)</p> <p><u>They are often like that, only some of them are really active.</u> So maybe you noticed, <u>the same students answered my questions; while others wait to be called.</u></p>	<p>If Miss Hira asks questions in English, I always try to answer in English.</p> <p>(SGI 1-Line 82-AI)</p> <p>In my opinion, yes. She asks questions, asks us to read or make a dialogue.</p> <p>(SGI 1-Line 84- Ri)</p> <p>Yes, the same with Alia, I also try to speak English when Miss Hira asks questions in English.</p>
	Teacher's characteristics, roles and tasks		<ul style="list-style-type: none"> - A motivator; - Provide wait-time and clues to encourage students; - Nice personality : patient; helpful; - Explain clearly; 	<p>(CO 1-No. 15)</p> <p>Wait-time was provided sufficiently and even longer for those who seemed to have difficulties</p>	<p>(SRI 1- Line 18)</p> <p>Actually <u>it was spontaneous.</u> I just realized that I said that several times. 'Don't be shy' or '<u>Don't be afraid of making mistakes</u>'</p>	<p>(SGI 1- Line 51- AI)</p> <p>She's a nice person and always helpful.</p> <p>(SGI 1- Line 55-AI)</p> <p>I understand her</p>

			<ul style="list-style-type: none"> - Give feedback; - Provide understandable explanation ; 	<p>to answer.</p> <p>Clues were given.</p> <p>(CO 1-No. 19)</p> <p>Had some informal conversations with some students. Laughed. Helped some students when needed.</p>	<p><u>are the sentences I often use to encourage my students.</u></p>	<p>explanation. I'm not a fast learner, so I'm thankful Miss Hira explains the lesson patiently and clearly, so I can catch it better. When we do the exercises, Miss Hira is always willing to help us, give us feedback and even explain more if it is necessary.</p> <p>(SGI 1- Line 57- N)</p> <p>Well, Miss Hira has a nice personality and like Alia said, she is helpful and patient. Yes, she explains clearly, but, in my opinion, it's too slow. So, in my opinion, it's boring and unchallenging.</p>
--	--	--	--	--	---	---

Appendix 10

SAMPLE OF LIST OF THEMES, SUB-THEMES AND KEY INFORMATION

RQ 1: THE PARTICIPANTS' STATED BELIEFS					
NO.	THEMES	SUB-THEMES	KEY INFORMATION		
			HIRA	RADIEN	NOVIE
1	The aim of ELT in Indonesia	-	(PI) - to equip learners with sufficient language knowledge based on the curriculum; - to develop learners' communicative competence	(PI) - to enable students to properly and correctly use English in various situations and for any communication purposes, in both written and oral forms	(PI) - to enable students to carry out conversations in English properly
2	The importance of learning English	-	(PI) - to have good skills to communicate both written and oral	(PI) - to get a job - to participate in social media	(PI) - to get a job and better career - to communicate in international community (e.g. when travelling)
3	Teaching approach	Communicative approach	(PI) - Teachers need to conduct communicative activities to support students' communication skills - Students will participate in classroom activities if the activities are suitable for their levels of language fluency and they have adequate knowledge to make carry out the activities; Nurtured activities so that students are able to follow - Types of activities : performing rehearsed dialogues, role play, presentation and classroom discussion; presentation and classroom discussion are effective to	(PI) - Teachers provide opportunities to practice to communicate; conduct interesting exercises and student centered activities, for example : writing daily experience, discussions, presentations - The definition of student-centered activities: more portions for students (e.g. talk time) and less teacher's domination - Communicative activities that have been conducted: use English for simple routines, initiate classroom interactions, ask students to make and perform dialogues with seatmates; - Unrehearsed interactions are	(PI) - Adopt CLT to allow students to practice to communicate; meaningful interactions lead to communication skills improvement - The definition of CLT: an approach that promote active use of English both oral and written - Some activities are inspired by previous learning experience e.g. story retelling, role playing, making dialogues; able to encourage students to carry out meaningful interactions; able to enhance learners' confidence to use English - Communicative activities

			<p>enhance learners' confidence and speaking skills</p>	<p>important and should be done regularly to raise students' confidence, develop students' skills</p> <ul style="list-style-type: none"> - Some ideas are adopted from previous learning experience - Only effective aspects of teachers' teaching are adopted - Unsupportive teacher's teaching aspects to learners' communication skills: a lack of speaking skills, focus on mechanical exercises etc. 	
		Traditional approach			<ul style="list-style-type: none"> - Learners need to have sound language knowledge; - value mechanical exercises as useful to enhance communicative skills; impossible to conduct communicative activities without solid language knowledge - Effective methods to transfer the knowledge: giving detail explanation of the topic, asking students to memorize pattern, vocabulary; - -

Appendix 11: The List of Themes and Sub-themes

Research Questions	Themes	Sub-themes
1	The source of beliefs	Learning experience
		Teacher education
		Teaching practicum
	The impacts of learning experience	Effective/ supportive teachers' teaching approach
		Ineffective teachers' teaching approach
		Ideal teaching approach
	The impacts of teacher education	
	The impacts of teaching practicum	The influence of students
		The influence of colleagues
		The influence of teaching aids availability
	The aim of ELT in Indonesia	
	The importance of learning English	
	Teaching approach	Communicative approach
		Traditional/explicit approach
	Teachers' personality	Positive personality
		The impacts of positive personality
		Negative personality
		The impacts of negative personality
	Teacher's tasks and roles	Interesting/challenging classroom activities
		Interesting topic of discussion
		Classroom management (students discipline)
		Students grouping
		Rapport with students
Teaching materials preparation		
Roles of teachers		
The use of course book		
Language used in the class		
The use of teaching aids	The use of Powerpoint	
Teaching materials	Preparation	
	Presentation	
2	The warm-up stage	Types of conversation
		The use of language
		The aim of warm-up stage
		Challenges
		Students' responses
		Teacher's responses

		Corrective feedback
	The explanation stage	Approach
		Students' involvement
		Teacher's attempts to involve students
		The use of Powerpoint
		The use of teaching aids
		The use of language
		Challenges
		Students' responses
	The practice stage	Types of exercises
		Students' language use
		Teacher's language use
		Corrective feedback
		Students' involvement
		Teacher's reflection
		Teachers' attempt to involve students
		Challenges
3	Prevailed, strengthened and elaborated beliefs	
	Pseudo beliefs	
	Rejected beliefs	
	New beliefs	

Appendix 12

The overview of relationship between the stated beliefs and actual practice

No.	Initial aspects of beliefs	Hira	Radien	Novie
1	Adopting explicit teaching approach to develop students' knowledge	Partially consistent (changed the approach to be more open)	Consistent	Consistent
2	Providing opportunities for students to communicate in English	Partially consistent	Good level of consistency	Inconsistent
3	Compiling lesson materials from various relevant sources	Consistent	Consistent	Consistent
4	Using Powerpoint slides to enhance students' participation	Consistent	Consistent	Consistent
5	Reducing course book reliance (Hira and Radien's beliefs)	Consistent	Consistent	-
6	Creating a good rapport with students	Consistent	Consistent	Consistent
7	Using L1 and L2 proportionally	Low level of consistency	Low level of consistency	Inconsistent

APPENDIX 13

The influential factors to the consistency and inconsistency of espoused beliefs and practice

The consistency and inconsistency between the trainee teachers' beliefs and practice can be attributed to three types of factors: first, teacher-related factors, contextual factors and student-teacher related factors. The following parts discussed the supporting and hindering factors to the manifestations of their beliefs:

A. Supporting factors

The trainee teachers' familiarity with the teaching elements significantly supported the manifestations of their stated beliefs. The best example of this element was regarding the adoption of explicit language teaching approach. Since they observed their teachers implemented the same approach, they have a clear picture of procedure and expected results. They also assumed that their learning context had general similarities with the practicum context strengthen their beliefs that the approach would be advantageous, suitable and applicable in their practice. Additionally, their familiarity with the use of Powerpoint slides and the availability of projectors at the school also affected their beliefs about the use of this presentation tool. All participants seemed to heavily rely on the tool as their main teaching aid to visually present the course materials. They were certain that Powerpoint slides helped increase their students' participation.

Furthermore, the trainee teachers' personality traits might also determine the congruence or tensions between their beliefs and practice. In Novie's case, it is likely that she was anxious about the tests and exam; thus she concerned more to prepare her students for the tests and exam. As the results, her beliefs about explaining the lesson deductively were well manifested. Differently, Hira and Radien seemed to have more confidence in implementing certain teaching strategies to improve their teaching.

Hira changed her lesson presentation approach and classroom activities as she intended to make them more communicative and student-centered; while Radien created opportunities of unrehearsed interactions and encouraged her students to participate. Despite some errors she made, Radien kept using English to motivate her students to do the same. The difference was that Hira's confidence led to the tensions between her stated beliefs and practice; while in Radien's case, it supported the congruence between her espoused beliefs and actual practice.

B. Hindering factors

The present study suggests that generating students' WTC in the target language required teachers to possess a good level of WTC. Developing learners' WTC can be difficult to be done if the teachers themselves are reluctant to use English in the classroom interactions. Previous studies suggest a number of factors including low self-perceived communicative competence (MacIntyre et al., 1998; Ghonsooly, 2012; Öz et al., 2015; Aliakbari et al., 2016), lack of self-confidence (Hashimoto, 2002; Yashima, 2002; Yashima et al., 2004; Asmalı, 2016) and high level of anxiety (MacIntyre et al., 2001; Zhang, 2001; Yashima, 2002; Clement et al., 2003) might negatively affect the participants' WTC in English and efforts to facilitate their students' WTC. Although these studies investigated students' WTC, the same factors seem to affect the trainee teachers in the present study.

It is observable that they made some errors in their utterances which they realized on the spot or later through their teaching tapes. Although all participants stated that the mistakes did not affect them negatively and viewed the errors as a reminder to improve their English, there was a possibility the mistakes raised their level of anxiety and lowered their self-confidence which resulted in their low-level of WTC. Wood's (2016) experiment explains the relationships between WTC and speech fluency, that is, one's WTC can be negatively affected by her/his difficulties to retrieve words in the target language and her/his low-level of WTC can cause words retrieval problems. The

findings of this study also support Wang and Ma's (2009) argument that pre-service teachers who do not possess good level of proficiency lack confidence in managing teaching. The participants tended to secure their position by ensuring the conversations did not challenge their proficiency, for example by choosing a pattern of interactions or medium of instructions that they were confident with. Hira's observed practice showed that she strictly controlled the interactions with only asking one question repetitively without follow-up questions. While Novie's practice showed that the only observed interaction opportunity she provided was during the warm-up sessions in which IR/IRE patterns were obvious. It is likely that the participants preferred to conduct teacher-fronted, closed interactions to avoid surprising students' answers or questions which they could not properly respond. The use of BI was also significant as it was certainly far less risky than the use of English; thus, most students were not motivated to use English. This is in line with previous studies (Consolo, 2006; Kang, 2013) that point out students' tendency to use English and to actively participate in classroom interactions in the target language when their teachers use English more. Additionally, the findings can be related to Wen and Clément's (2003) study which revealed the learners' tendency to choose only to do the tasks that they can accomplish in order to save face.

Large class sizes might also be a factor preventing the trainee teachers from realizing their stated beliefs. It might result in uneven attentions given by the trainee teachers. Consequently, some students were 'safe' from being asked some questions or called to participate in the classroom interactions. This is in contrast with Brown's (2001) suggestion that learners' even participation can be an indication of a successful speaking activity. Additionally, the domination of some students with higher level of proficiency was sometimes unavoidable due to the difficulties to manage large class sizes.

Furthermore, some students-related factors were also responsible to the incongruence between the participants' stated beliefs and practice: first, the majority of the students possessed low-level of proficiency and many of them also had low-level of self-perceived communicative competence which resulted in their passiveness regardless their actual level of competence; second, their unfamiliarity with communicative

activities as the results of having been taught in non-communicative class for years; thus, it needed time to introduce them to such activities. Third, their lack of motivation since, due to the nature of EFL context, there were not any immediate needs to use the language in and outside the classroom. Moreover, the tests and exams did not include speaking tests. Additionally, many students did not seem to see having good English proficiency as important. Fourth, the students lacked interests in the topics of discussions since the topics were decided and initiated by the trainee teachers, thus the standard of 'interesting topic' was actually based on the trainee teachers' preference and knowledge. Questions about the students' weekend experience or plans, or their activities on certain days, among others, were the most common questions. Since the trainee teachers rarely asked follow-up questions, the students might perceive these questions merely as a routine. Finally, unsupportive peers might hinder classroom interactions to occur. An SGI revealed that some students might refrain from using English since they were uncomfortable with their peers who asked them not to use the target language in the class. Thus, their high-level of WTC did not realize into their participation in classroom interactions.

Furthermore, in several conversations, the trainee teachers expressed their satisfaction with a good relationship they had with their students and wish to leave a good memory. With such ideas in mind, they often become permissive with certain undisciplined behaviours to keep a good rapport with their students. It is in line with the findings of Farrell and Bennie's (2013) study that novice teachers tend to consider their students' happiness in making their classroom decisions. Moreover, their lack of experience and status as practicum teachers often exerted feelings that the students would not obey and listen to their warning or advises.

The tensions between their stated beliefs and actual teaching practice do not always mean negativity. In Hira's case, the changes in her explanation approach could be a sign of improvement of her teaching practice. The new understanding she developed as the results of SRIs encouraged her to modify her lesson presentation technique so that students were more actively involved. In SRI, the trainee teachers were given opportunities to evaluate, analyze and clarify their practice with the support of their

teaching tapes. Some authors (Harford & MacRuairc, 2008; Rich & Hannafin, 2009; Wright, 2010) agree that digital video can be effectively used to foster critical reflective practice. Hira's change of practice suggests that SRI may generate teaching ideas and improve teaching. Although SRIs did not always result in the changes of practice, the findings show that SRIs raise the participants' awareness, particularly regarding on-the-site challenges, and helped articulate their beliefs, for example regarding providing wait-time or clues to encourage students' involvement. Regardless, the participants' changes or stability of beliefs observed in this study do not indicate the changes or stability of their beliefs or practice in the future.

References

- Warta Madrasah*. (2016, June 18). Retrieved August 4, 2017, from www.wartamadrasahku.com: <http://www.wartamadrasahku.com/2016/06/perangkat-pembelajaran-kurikulum-2013.html>
- Tribun Jateng*. (2017, August 2). Retrieved December 20, 2017, from <http://jateng.tribunnews.com>: <http://jateng.tribunnews.com/2017/08/02/data-terkini-jumlah-penduduk-indonesia-lebih-dari-262-juta-jiwa>
- Abednia, A. (2012). Teachers' professional identity: Contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education*, 28(5), 706-717.
- Afrianto. (2014). Pre- and post- practicum perceptions of the 'professional English teacher': A case study of pre-service teachers at an Indonesian university. In R. Chowdury, & R. Marlina (Eds.), *Enacting English Across Borders: Critical Studies in the Asia Pacific* (pp. 123-142). Newcastle Upon Tyne: Cambridge Scholars Publishing.
- Agudo, J. d. (2014). Beliefs in learning to teach: EFL student teachers' beliefs about corrective feedback. *Utrecht Studies in Language and Communication*, 27, 209-230.
- Ajzen, I. (2002). Perceived behavioral control, self-efficacy, locus of control, and the theory of planned behavior. *Journal of Applied Social Psychology*, 32(4), 665-683.
- Akbari, R., & Dadvand, B. (2011). Does formal teacher education make a difference? A comparison of pedagogical thought units of B.A .versus M.A. *The Modern Language Journal*, 95(1), 44-60.
- Akbari, R., & Tajik, L. (2009). L2 teachers; pedagogic knowledge base: A comparison between experienced and less experienced practitioners. *Australian Journal of Teacher Education*, 34(6), 52-73.
- Al Alabsi, T. (2016). The effectiveness of Role Play strategy in teaching vocabulary. *Theory and Practice in Language Studies*, 6(2), 227-234.
- Alemi, M., Daftarifard, P., & Pashmiforoosh, R. (2011). The impact of language anxiety and language proficiency on WTC in EFL context. *Cross Cultural Communication*, 7(3), 150-166.
- Aliakbari, M., Kamangar, M., & Khany, R. (2016). Willingness to communicate in English among Iranian EFL students. *English Language Teaching*, 9(5), 33-45.
- Alisaari, J., & Heikkola, L. M. (2017). Songs and poems in the language classroom: Teachers' beliefs and practices. *Teaching and Teacher Education*, 63, 231-242.
- Allen, P., Fröhlich, M., & Spada, N. (1984). The Communicative Orientation of Language Teaching: An observation scheme. In J. Handscombe, R. A. Orem, & B. P. Taylor (Eds.), *On TESOL '83: The*

- question of control* (pp. 231-250). Virginia: Teachers of English to Speakers of Other Languages, Inc.
- Altan, M. X. (2006). Beliefs about language learning of foreign language-major university students. *Australian Journal of Teacher Education*, 31(2), 45-52.
- Altstaedter, L. L., & Falasca, M. (2015). Exploring foreign language pre-service teacher beliefs: An international exchange experience. *Global Partners in Education*, 5(1), 38-50.
- Alwasilah, A. C. (2001). *Language, Culture and Education: A Portrait of Contemporary Indonesia*. Bandung: Andira: Bahasa & Seni Press.
- Amengual-Pizarro, M. (2007). How to respond to the demands set by the communicative approach?: New challenges second-language (L2) teachers face in the classroom. *European Journal of Teacher Education*, 30(1), 63-73.
- Ampatuan, R. A., & San Jose, A. E. (2016). Role Play as an approach in developing students' communicative competence. *International Journal for Innovation Education and Research*, 4(1), 18-24.
- Ariati, R., & Suwarno, B. (2015). The relationship between ethnicity differences and language learners' willingness to communicate in classroom discussion. *Proceedings of the Fifth International Seminar on English Language Teaching (ISELT-5)*, 284-292.
- Arksey, H., & Knight, P. (1999). *Interviewing for Social Scientists*. London: Sage Publications Inc.
- Asmalı, M. (2016). Willingness to communicate of foreign language learners in Turkish context. *Procedia-Social and Behavioral Sciences*, 232, 188-195.
- Atkinson, P., & Silverman, D. (1997). Kundera's immortality: The interview society and the invention of the self. *Qualitative Inquiry*, 3(3), 304-325.
- Aubrey, S. (2011). Facilitating interaction in East Asian EFL classrooms: Increasing students' willingness to communicate. *Language Education in Asia*, 2(2), 237-245.
- Auerbach, C. F., & Silverstein, L. (2003). *Qualitative Data: An introduction to coding and analysis*. New York: New York University Press.
- Bachman, L. P., & Palmer, A. S. (2010). *Language Assessment in Practice*. Oxford: Oxford University Press.
- Baghaei, P., & Dourakhshan, A. (2012). The relationship between WTC and success in learning English as foreign language. *MJAL*, 4(2), 54-67.
- Ballester, E. P. (2015). Verbal and nonverbal teacher immediacy and foreign language anxiety in an EFL university course. *Porta Linguarum*, 23, 9-24.

- Bamfield, V. M. (2014). *Chinese Tertiary Students' Willingness to Communicate in English*. PhD thesis, De Montfort University, United Kingdom.
- Barcelos, A. M. (2003). Researching beliefs about SLA: A critical review. In P. Kalaja, & A. M. Barcelos (Eds.), *Beliefs about SLA: New Research Approaches* (pp. 7-33). Dordrecht: Kluwer Academy.
- Barnard, R., & Scampton, D. (2008). Teaching grammar: a survey of EAP teachers in New Zealand. *New Zealand Studies in Applied Linguistics*, 14(2), 59-82.
- Barracough, R. A., Christophel, D. M., & McCroskey, J. C. (1988). Willingness to communicate: A cross-cultural investigation. *Communication Research Reports*, 5(2), 187-192.
- Basit, T. (2003). Manual or electronic: The role of coding in qualitative data analysis. *Educational Research*, 45(2), 143-154.
- Başöz, T. (2014). Through the eyes of prospective teachers of English: Explicit or implicit grammar instruction. *Procedia Social and Behavioural Science*, 158, 377-382.
- Basturkmen, H. (2007). Signalling the relationship between ideas in academic speaking: From language description to pedagogy. *Prospect*, 22(2), 61-71.
- Basturkmen, H. (2012). A genre-based investigation of discussion sections of research articles in dentistry and disciplinary variation. *Journal of English for Academic Purposes*, 11(2), 134-144.
- Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics*, 5(2), 243-272.
- Bawaneh, S. S. (2011). Does using computer technology improve students' performance? Evidence from a management accounting course. *International Journal Business and Social Science*, 2(10), 266-274.
- Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal*, 57(3), 278-287.
- Berg, B. L. (2001). *Qualitative Research Methods for the Social Sciences*. Boston: Allyn and Bacon.
- Bergil, A. S. (2016). The influence of willingness to communicate on overall speaking skills among EFL learners. *Procedia- Social and Behavioural Sciences*, 232, 177-187.
- Bernales, C. (2016). Towards a comprehensive concept of willingness to communicate: Learners' predicted and self-reported participation in the foreign language classroom. *System*, 56, 1-12.
- Beswick, K. (2005). The beliefs/ practice connection in broadly defined contexts. *Mathematics Education Research Journal*, 17(2), 39-68.
- Bilgin, S. S. (2016). Code switching in English Language Teaching (ELT) teaching practice in Turkey: Student teacher practices, beliefs and identity. *Educational Research and Reviews*, 11(8), 686-702.

- Bontempo, B. T., & Digman, S. (1985). Entry level profile: Student attitudes toward the teaching profession. *Paper presented at the Annual Meeting of the American Educational Research*, 1-18.
- Borg, M. (2001). Teachers' beliefs. *ELT Journal*, 55(2), 186-188.
- Borg, M. (2004). The apprenticeship of observation. *ELT Journal*, 58(3), 274-276.
- Borg, M. (2005). A case study of the development in pedagogic thinking of a pre-service teacher. *TESL-EJ*, 9(2), 1-30.
- Borg, S. (1998). Data-based teacher development. *Oxford University Press*, 52(4), 273-281.
- Borg, S. (1999). Teachers's theories in grammar teaching. *ELT Journal*, 53(3), 157-167.
- Borg, S. (2003a). Teacher cognition in Grammar teaching: A Literature Review. *Language Awareness*, 12(2), 96-108.
- Borg, S. (2003b). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81-109.
- Borg, S. (2006). *Teacher Cognition and Language Education*. London: Continuum.
- Borg, S. (2009). English language teachers' conceptions of research. *Applied Linguistics*, 30(3), 358-388.
- Borg, S. (2011). The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), 370-380.
- Bradford, A. (2007). Motivational orientations in under-researched FLL contexts: Findings from Indonesia. *RELC*, 38(3), 302-323.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Briggs, C. L. (1986). *Learning How to Ask: A Sociolinguistic Appraisal of the Role of the Interview in Social Science Research*. Cambridge: Cambridge University Press.
- Britzman, D. P. (2003). *Practice makes practice: A critical study of learning to teach*. Albany: State University of New York Press.
- Brooks, J. G. (2002). *Schooling for Life: Reclaiming the Essence of Learning*. Alexandria, VA: ASCD.
- Brown, S. L., & Melear, C. T. (2006). Investigation of secondary science teachers' beliefs and practices after authentic inquiry-based experiences. *Journal of Research Science Teaching*, 43(9), 938-962.
- Bryan, L. A. (2012). Research in science teacher beliefs. In B. J. Fraser, K. G. Tobins, & C. J. McRobbie (Eds.), *Second International Handbook of Science Education* (pp. 477-495). Dordrecht: Springer.
- Bryman, A. (2004). *Social research methods* (2nd Edition ed.). Oxford: Oxford University Press.

- Bryman, A. (2008). *Social research methods* (3rd Edition ed.). Oxford: Oxford University Press.
- Bryman, A. (2012). *Social research methods* (4th ed.). Oxford: Oxford University Press.
- Buchmann, M. (1987). Teaching knowledge that teachers live by. *Oxford Review of Education*, 13(2), 151-164.
- Budden, J. (2004, February). *Role Play*. Retrieved May 23, 2017, from British Council: <https://www.teachingenglish.org.uk/article/role-play>
- Burgess, J., & Etherington, S. (2002). Focus on grammatical form: explicit or implicit? *System*, 30(4), 433-458.
- Burgoon, J. K. (1976). The unwillingness-to-communicate scale development and validation. *Communication Monographs*, 43(1), 60-69.
- Burri, M. (2015). Student teachers' cognition about L2 pronunciation instruction: A case study. *Australian Journal of Teacher Education*, 40(10), 66-87.
- Busch, D. (2010). Pre-service teacher beliefs about language learning: The second language acquisition course as an agent for change. *Language Teaching Research*, 14(3), 318-337.
- Cabaroglu, N., & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1 year PGCE programme. *System*, 28(3), 387-402.
- Calderhead, J. (1981). Stimulated Recall : A method for research on teaching. *British Journal of Educational Psychology*, 51(2), 211-217.
- Calderhead, J., & Robson, M. (1991). Images of teaching: Student teachers' early conceptions of classroom practice. *Teaching & Teacher education*, 7(1), 1-8.
- Cao, Y. (2009). Temporal fluctuation in situational willingness to communicate in a second language classroom. *New Zealand Study in Applied Linguistics*, 12(2), 1-6.
- Cao, Y. (2011). Investigating situational willingness to communicate within second language classrooms from an ecological perspective. *System*, 39(4), 468-479.
- Cao, Y., & Philp, J. (2006). Interactional context and willingness to communicate: A comparison of behaviour in whole class, group and dyadic interaction. *System*, 34, 480-493.
- Çapan, S. A. (2014). Pre-service English teachers as foreign language teachers' beliefs development about grammar instruction. *Australian Journal of Teacher Education*, 39(12), 131-152.
- Carson, J. A. (2010). Avoiding Traps in Member Checking. *The Qualitative Report*, 15(5), 1102-1113.
- Çelik, M. (2008). Pre-Service EFL teachers' reported concerns and stress for practicum in Turkey. *Education and Science*, 33(150), 97-109.

- Chai, C. S., Wong, B., & Teo, T. (2011). Singaporean pre-service teachers' beliefs about epistemology, teaching and learning, and technology. *Teacher Development, 15*(4), 485-498.
- Chandler, J. (2003). The efficacy of various error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing, 12*(3), 267-296.
- Chatouphonexay, A., & Intaraprasert, C. (2014). Beliefs about English language teaching held by EFL pre-service and in-service teachers in Lao People's Democratic Republic. *English Language Teaching, 7*(3), 1-12.
- Chen, H. Y., & Boore, J. R. (2009). Translation and back-translation in qualitative nursing research: Methodological review. *Journal of Clinical Nursing, 19*, 234-239.
- Cladellas Pros, R., Tarrida, A. C., Badia Martin, M. d., & Amores, M. d. (2013). Effects of the Powerpoint methodology on content learning. *Intangible Capital, 9*(1), 184-198.
- Clark, C. M., & Peterson, P. L. (1984). *Teachers' Thought Processes: Occasional Paper 72*. East Lansing, Michigan: The Institute for Research on Teaching, Michigan State University.
- Clarke, M. (2008). *Language Teacher Identities*. Clevedon: Multilingual Matters.
- Cohen, L., Manion, L., & Morrison, K. (2000). *Research Methods in Education* (5th ed.). London: Routledge Falmer.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th Edition ed.). Oxon: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th Edition ed.). London: Routledge Falmer.
- Consolo, D. A. (2006). Classroom oral interaction in foreign language lessons and implications for teacher development. *Linguagem and Ensino, 9*(2), 33-35.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review, 57*(3), 402-423.
- Copland, F. (2010). Causes of tension in post-observation feedback in pre-service teacher training: An alternative view. *Teaching and Teacher Education, 26*(3), 466-472.
- Corbeil, G. (2007). Can Powerpoint presentations effectively replace textbooks and blackboards for teaching grammar? Do students find them an effective learning tool? *CALICO Journal, 24*(3), 631-656.
- Cranton, P., & Carusetta, E. (2002). Reflecting on teaching: The influence of context. *The International Journal for Academic Development, 7*(2), 167-176.

- Creswell, J. W. (2003). *Research design: qualitative, quantitative, and mixed methods approaches*. California: Sage Publications Inc.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130.
- Cross, D. I. (2009). Alignment, cohesion and change: Examining Mathematics teachers' beliefs structures and their influence on instructional practices. *Journal of Mathematics Teacher Education*, 12(5), 325-346.
- Crotty, M. (1998). *The Foundations of the Research: Meaning and perspective in the research process* (1st ed.). Thousand Oaks, California: Sage Publications Inc.
- Cuartas Alvarez, L. F. (2014). Selective use of the mother tongue to enhance students' English learning process: Beyond the same assumptions. *PROFILE*, 16(1), 137-151.
- Curtin, M., & Fossey, E. (2007). Appraising the trustworthiness of qualitative studies: Guidelines for occupational therapists. *Australian Occupational Therapy Journal*, 54(2), 88-94.
- Dardjowidjojo, S. (2000). English teaching in Indonesia. *English Australia Journal*, 18(1), 21-30.
- Darling-Hammond, L. (2006). *Powerful Teacher Education: Lessons from Exemplary Programs*. San Francisco: Jossey Bass.
- Davies, R., & Ferguson, J. (1998). 'Professional' or 'Competent'? The roles of higher education and schools in initial teacher education. *Research Papers in Education*, 13, 67-86.
- Davis, E. A. (2006). Preservice elementary teachers' critique of instructional materials for science. *Science Education*, 90(2), 348-375.
- Debreli, E. (2012). Change in beliefs of pre-service teachers about teaching and learning English as a foreign language throughout an undergraduate pre-service teacher training program. *Social and Behavioral Sciences*, 46, 367-373.
- Debreli, E. (2013). A review of research into the effects of teaching pedagogy: Controversies in the area. *EUL Journal of Social Sciences*, 4(2), 82-92.
- Debreli, E. (2016). Pre-service teachers' belief change and practical knowledge development during the course of practicum. *Journal of Education and Training Studies*, 4(7), 37-46.
- Denscombe, M. (2003). *The good research guide for small-scale research projects* (2nd Edition ed.). Maidenhead: Open University Press.
- Denscombe, M. (2010). *The good research guide for small-scale social projects* (4th Edition ed.). Berkshire: Open University Press.

- Denzin, N. K., & Lincoln, Y. S. (2003). *Collecting and Interpreting Qualitative Materials* (2nd ed.). Thousand Oaks, California: Sage Publications.
- Desforges, C. (1995). How does experience affect theoretical knowledge for teaching? *Learning and Instruction, 5*(4), 385-400.
- Dewaele, J.-M. (2005). Investigating the psychological and emotions dimensions in instructed language learning: Obstacles and possibilities. *The Modern Language Journal, 367-380*.
- Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Mahwah, New Jersey: Lawrence Erlbaum Association.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford: Oxford Press University.
- Doyle, S. (2007). Member checking with older women: A framework for negotiative meaning. *Health Care for Women International, 28*(10), 888-908.
- Drake, P., & Heath, L. (2011). *Practitioner research at doctoral level: Developing coherent research methodologies*. Oxon: Routledge.
- Duff, P. (2008). *Case Study Research in Applied Linguistics*. New York: Lawrence Erlbaum Associates.
- Eisner, E. W. (2001). Concerns and Aspirations for Qualitative Research in the New Millenium. *Qualitative Research, 1*(2), 135-145.
- Ellis, K. (2010). The impact of perceived teacher confirmation on receiver apprehension, motivation and learning. *Communication Education, 53*(1), 1-20.
- Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2009). Corrective feedback and teacher development. *Second Language Journal, 1*(1), 3-18.
- Ellis, R. (2012). Language teaching research on teacher beliefs and practice. *Educational Research, 38*(1), 47-64.
- Ellis, R., Basturkmen, H., & Loewen, S. (2002). Doing focus-on form. *System, 30*(4), 419-432.
- Erkmen, B. (2014). Novice EFL teachers' beliefs about teaching and learning and their classroom practices. *H.U Journal of Education, 29*(1), 99-113.
- Esposito, N. (2001). From meaning to meaning: the influence of translation techniques on non-English focus group research. *Qualitative Health Research, 11*(4), 568-579.
- Fahmi, M., Maulana, A., & Yusuf, A. A. (2011). *Teacher certification in Indonesia: A confusion of means and ends*. Bandung, Indonesia: Center for Economics and Development Studies (CEDS) Universitas Padjadjaran.

- Fahrany. (2014). Teacher education in Indonesia (An account on the development and programs to improve the professional qualification and the competence of Indonesian teaching personnel). *Trabiya, 1*(1), 1-11.
- Fallah, N. (2014). Willingness to communicate in English, communication self-confidence, motivation, shyness and teacher immediacy among Iranian English-major undergraduates: A structural equation modeling approach. *Learning and Individual Differences, 30*(3), 140-147.
- Fang, Zhihui. (1996). A review of research on teacher beliefs and practices. *Educational Research, 38*(1), 47-65.
- Faranda, W. T., & Clark, I. (2004). Student observations of outstanding teaching: Implications for marketing education. *Journal of Marketing Education, 26*(3), 271-281.
- Farrell, T. S. (2001). Tailoring Reflection to Individual Needs: a TESOL case study. *Journal of Education for Teaching, 27*(1), 23-38.
- Farrell, T. S. (2006). The first year of language teaching: Imposing order. *System, 34*(2), 211-221.
- Farrell, T. S. (2008). Reflective practice in the professional development of teachers of adult English language learners. *CAELA Network Brief, 1-4*.
- Farrell, T. S. (2013a). *Reflective Writing for Language Teachers*. London: Equinox.
- Farrell, T. S. (2013b). *Reflective Teaching*. Alexandria, VA: TESOL International Publications.
- Farrell, T. S. (2014). 'I feel like I've plateaued professionally...gone a little stale': mid-career reflections in a teacher discussion group. *Reflective Practice, 15*(4), 504-517.
- Farrell, T. S. (2017). *Research on Reflective Practice*. London: Routledge.
- Farrell, T. S., & Bennis, K. (2013). Reflecting on ESL teacher beliefs and classroom practice. *RELC Journal, 44*(2), 163-176.
- Farrell, T. S., & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research, 19*(5), 594-610.
- Farrell, T. S., & Lim, P. C. (2005). Conceptions of grammar teaching: A case study of teachers' beliefs and classroom practices. *TESL-EJ, 9*(2), 1-13.
- Farrell, T. S., & Martin, S. (2009). To teach standard English or World Englishes? A balanced approach to instruction. *English Teaching Forum, 47*(2), 2-7.
- Ferris, D. (2006). Does error feedback help students writing?: New evidence on the short and long term effects of written correction. In K. Hyland, & F. Hyland (Eds.), *Feedback in Second Language Writing: Context and Issues* (pp. 81-104). Cambridge: Cambridge University Press.

- Ferris, D. R. (2011). *Treatment of error in second language student writing* (2nd ed.). Ann Arbor: University of Michigan Press.
- Feryok, A. (2008). An Armenian English language teacher's practical theory of communicative language teaching. *System*, 36(2), 227-240.
- Feryok, A. (2010). Language teacher cognitions: Complex dynamic systems? *System*, 38(2), 272-279.
- Finlay, L. (n.d.). *Reflecting on reflective practice*. Retrieved November 20, 2017, from PBPL CETL, Open University: <http://www.open.ac.uk/opencetl/resources/pbpl-resources/finlay-l-2008-reflecting-reflective-practice-pbpl-paper-52>
- Fives, H., & Buehl, M. M. (2012). Spring cleaning for the "messy" construct of teachers' beliefs: What are they? Which have been examined? What can they tell us? In K. R. Harris, S. Graham, T. C. Urdan, S. Graham, J. M. Royer, & M. Zeidner (Eds.), *APA Educational Psychology Handbook: Individual Differences and Cultural and Contextual Factors* (Vol. 2, pp. 471-499). Washington DC: American Psychological Association.
- Fleming, D., Bangou, F., & Fellus, O. (2011). ESL teacher candidates' beliefs about language. *TESOL Canada Journal*, 29(1), 39-56.
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identity: A multi perspective study. *Teaching and Teacher Education*, 22(2), 219-232.
- Floris, F. D. (2013). Exploring teachers' beliefs on the teaching of English in English language courses in Indonesia. *Philippine ESL Journal*, 11, 4-24.
- Fontana, A., & Frey, J. H. (2000). The interview: From structured questions to negotiated text. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (2nd Edition ed., pp. 645-672). London: Sage.
- Fox-Turnbull, W. (2011). Autophotography: A means of stimulated recall for investigating technology education. In C. Benson, & J. Lunt (Eds.), *International Handbook of Primary Technology Education* (pp. 195-210). Rotterdam: Sense.
- Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher Learning in Language Teaching*. New York: Cambridge University Press.
- Frick, L., Arend, C., & Beets, P. (2010). Reflection as learning about the self mentoring as catalyst for reflective development in pre-service teachers. *South African Journal of Education*, 30, 421-437.
- Gałada, D. (2017). *Communicative Behaviour of a Language Learner: Exploring Willingness to Communicate*. Cham, Switzerland: Springer.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational Research: An introduction*. Boston, Massachusetts: Pearson.

- Gan, Z. (2014). Learning from interpersonal interactions during the practicum: A case study of non-native ESL student teachers. *Journal of Education for Teaching, 40*(2), 128-139.
- Garret, T. (2008). Student-centered and Teacher-centered Classroom Management. *Journal of Classroom Interaction, 43*(1), 34-47.
- Ghonsooly, B., Khajavy, G. H., & Asadpour, S. F. (2012). Willingness to Communicate in English among Iranian non-English major university students. *Journal of Language and Social Psychology, 31*(2), 197-211.
- Gillham, B. (2000). *Case Study Research Methods*. London: Continuum.
- Gillham, B. (2005). *Research Interviewing: The range of techniques*. Berkshire: Open University Press.
- Goodwin, A. L., & Kosnik, C. (2013). Quality teacher educators=quakoty teachers? Conceptualizing essential domains of knowledge for those who teach teacher. *Teacher Development, 17*(3), 334-346.
- Graham, B. (2006). Conditions for successful field experiences: Perceptions of cooperating teachers. *Teaching and Teacher Education, 22*(8), 1118-1129.
- Graus, J., & Coppen, P.-A. (2016). Student teacher beliefs on grammar. *Language Teaching Research, 20*(5), 571-599.
- Graus, J., & Coppen, P.-A. (2016). Student teacher beliefs on grammar instruction. *Language Teaching Research, 20*(5), 571-599.
- Grijalva, S. D. (2013). Pre-service teachers' beliefs about language teaching and learning: A longitudinal study. *Profile, 15*(1), 81-95.
- Grix, J. (2004). *The foundations of research*. Basingstoke: Palgrave.
- Guba, E. G., & Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (1st ed., pp. 105-117). Thousand Oaks, California: Sage Publications Inc.
- Gutiérrez, C. (2015). Beliefs, attitudes, and reflections of EFL pre-service teachers while exploring critical literacy theories to prepare and implement critical lessons. *Colombia Applied Linguistic Journal, 17*(2), 179-192.
- Hacieomeroglu, G. (2013). The field experience of student teacher and effective Mathematics teaching in Turkey. *Australian Journal of Teacher Education, 38*(2), 132-142.
- Haiyun, Z. (2010). An investigation of foreign language anxiety on EFL vocational high school students in China. *Seminar Paper*, University of Wisconsin-Platteville.

- Hall, J. K., & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186-203.
- Hammond, M., & Wellington, J. J. (2013). *Research Methods: The Key Concepts*. New York: Routledge.
- Haney, J. J., Lumpe, A. T., Czerniak, C. M., & Egan, V. (2002). From Beliefs to Actions: The Beliefs and Actions of Teachers Implementing Change. *Journal of Science Teacher Education*, 13(3), 171-187.
- Hanks, J. (2017). *Exploratory Practice in Language Teaching: Puzzling about Principles and Practices*. London: Palgrave Macmillan.
- Harmer, J. (2012). *Essential Teacher Knowledge: Core Concepts in English*. England: Pearson Education Limited.
- Hasan, C. D., & Fatimah, S. (2014). Foreign language anxiety in relation to gender equity in the foreign language learning: A comparative study between Australia and Indonesia. In H. Zhang, P. W. Chan, & C. Boyle (Eds.), *Equality in Education: Fairness and Inclusion* (pp. 183-194). Rotterdam: Sense Publishers.
- Hashimoto, Y. (2002). Motivation and willingness to communicate as predictors of reported L2 use: The Japanese ESL context. *Social Language Studies*, 20(2), 29-70.
- Hatch, A. J. (2002). *Doing qualitative research in education settings*. Albany: State University of New York.
- Hawks, P. (2001). Making distinctions: A discussion of the use of the mother tongue in the foreign language classroom. *Hwa Kang Journal of TEFL*, 7, 47-55.
- Hay, C. (2002). *Political analysis: A critical introduction*. Basingstoke: Palgrave.
- Hayes, D. (2009). Non-native English-speaking teachers context and English language teaching. *System*, 37, 1-11.
- Heaton, R. M., & Mickelson, W. T. (2002). The learning and teaching of statistical investigation in teaching and teacher education. *Journal of Mathematics Teacher Education*, 5(1), 35-59.
- Hedges, A. (1985). *Group Interviewing in Applied Qualitative Research*. (R. Walker, Ed.) Aldershot: Gower.
- Hennink, M., Hutter, I., & Bailey, A. (2013). *Qualitative Research Methods*. London: Sage Publications.
- Hiep, P. H. (2007). Communicative Language Teaching : Unity within diversity. *ELT Journal*, 61(3), 193-201.
- Hu, G. (2005). English Language Education in China: Policies, Progress, and Problems. *Language Policy*, 4(1), 5-24.

- Hu, Y. (2007). China's foreign language policy on primary English education: What's behind it? *Language Policy*, 6(3-4), 359-376.
- Huang, I. Y. (2008). *Role Play for ESL/EFL Children in the English Classroom*. Retrieved May 23, 2017, from Role Play for ESL/EFL Children in the English Classroom: <http://iteslj.org/Techniques/Huang-RolePlay.html>
- Humphries, S. (2013). Western-published versus MEXT-mandated: a comparative textbook analysis. *Doshisha Studies in English*, 90, 217-238.
- Humphries, S., & Burns, A. (2015). 'In reality it's almost impossible': CLT-oriented curriculum change. *ELT Journal*, 69(3), 239-248.
- Iemjinda, M. (2005). Teachers and changes: A school-based professional development programme for Thai teachers. *Silpakorn University Journal of Social Sciences, Humanities and Arts*, 5(1-2), 91-107.
- Inceçay, V. (2015). "The foreign language classrooom is like an airplane": Metaphorical conceptualizations of teachers' beliefs. *Turkish Online Journal of Qualitative Inquiry*, 6(2), 74-96.
- Inozu, J. (2011). Beliefs about foreign language learning among students training to teach English as a foreign language. *Social Behaviour and Personality: An International Journal*, 39(5), 645-654.
- Ismail, N., Albakri, I. S., Ismail, N., & Hussin, S. (2014). Pre-service teachers' reflection on the use of self-developed teaching materials for English as a second language students. *International Journal of Pedagogy and Curriculum*, 20(4), 35-51.
- Jay, J. K., & Johnson, K. L. (2002). Capturing complexity: a typology of reflective practice for teacher education. *Teaching and Teacher Education*, 18(1), 73-85.
- Jayanti, F. G., & Norahmi, M. (2014). ELT: Revisiting ELT practices in Indonesia. *Journal of English as a Foreign Language*, 4(1), 5-14.
- Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as Lingua Franca. *TESOL Quarterly*, 40(1), 157-181.
- Joe, H.-K., Hiver, P., & Al-Hoorie, A. H. (2017). Classroom social climate, self-determined motivation, willing to communicate and achievement: A study of structural relationships in instructed second language setting. *Learning and Individual Differences*, 53, 133-144.
- Johnson, K. E. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Reading Behaviour*, 24(1), 83-108.
- Joseph, D., & Heading, M. (2010). Putting theory into practice: Moving from student identity to teacher identity. *Australian Journal of Teacher Education*, 35(3), 75-87.
- Jupp, V. (2006). *The SAGE Dictionary of Social Research Methods*. London: Sage Publications Ltd.

- Kachru, Y., & Smith, L. E. (2002). *Culture, Contexts and World Englishes*. New York: Routledge Taylor and Francis Group.
- Kagan, D. M. (1992). Implications of research on teacher belief. *Educational Psychologist*, 27(1), 65-90.
- Kalaja, P., & Barcelos, A. M. (2013). Beliefs in second language acquisition. In C. A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford: Wiley-Blackwell.
- Kane, R., Sandretto, S., & Heath, C. (2002). Telling half the story: A critical review of research on the teaching beliefs and practices of university academics. *Review of Educational Research*, 72(2), 177-228.
- Kang, D. M. (2013). EFL teachers' language use for classroom discipline: A look at complex interplay of variables. *System*, 41(1), 149-163.
- Kang, S. J. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System: An International Journal of Technology and Applied Linguistics*, 33(2), 277-292.
- Karavas, E., & Drossou, M. (2010). How amenable are student teacher beliefs to change? A study of EFL student teacher beliefs before and after teaching practice. (A. Psaltou-Joycey, & M. Mattheoudakis, Eds.) *Advance in Research on Language Acquisition and Teaching: Selected Papers of the 14th International Conference of the Greek Applied Linguistics Association*, 261-276.
- Karimi, M. N., & Dehghani, A. (2016). EFL teachers' beliefs/ practices correspondence in reading instruction: Does language teacher education make a difference? *International Journal of Pedagogies and Learning*, 11(1), 35-48.
- Karimi, M. N., & Nazari, M. (2017). The congruity/incongruity of EFL teachers' beliefs about listening instruction and their listening instructional practices. *Australian Journal of Teacher Education*, 42(2), 62-80.
- Kennedy, M. M. (1991). *A research agenda on teacher learning*. East Lansing: National Centre for Research on Teacher Learning.
- Kennedy, M. M. (1997). Defining an ideal teacher education program. *Paper prepared for the National Council for Accreditation of Teacher Education*, 1-29.
- Khazaei, Z. M., Zadeh, A. M., & Ketabi, S. (2012). Willingness to communicate in Iranian EFL learners: The effect of class size. *English Language Teaching*, 5(11), 181-187.
- Kim, A.-Y. A. (2014). Examining how teachers' beliefs about Communicative Language Teaching affect their instructional and assessment practices: A qualitative study of EFL university instructors in Columbia. *RELC Journal*, 45(3), 337-354.

- Kirkpatrick, A. (2007). Teaching English across cultures: What do English language teachers do to know how to teach English? *English Australia Journal*, 23(2), 20-36.
- Kirkpatrick, A. (2012). English as an international language in Asia: Implications for language education. In A. Kirkpatrick, & R. Sussex (Eds.), *English as an International Language in Asia: Implications for Language Education* (Vol. 1, pp. 29-44). Dordrecht: Springer Science+Business Media.
- Koesoemo, R., & Shore, S. (2015). Becoming an EFL teacher: Microteaching as a contribution to preservice teacher education in Indonesia. *International Journal of Diversity in Education*, 14(2), 7-17.
- Koh, M.-s., & Shin, S. (2014). A comparative study of elementary teachers' beliefs and strategies on classroom and behaviour management on the USA and Korean school system. *International Journal of Progressive Education*, 10(3), 18-33.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97.
- Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, 20(1), 77-97.
- Kumaravadivelu, B. (2006). *Understanding Language Teaching: From Method to Postmethod*. New York: Routledge.
- Kumaravadivelu, B. (2012). *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing and Seeing*. New York: Routledge.
- Kunt, N., & Özdemir, Ç. (2010). Impact of methodology courses on pre-service EFL teachers' beliefs. *Social and Behavioral Sciences*, 2(2), 3938-3944.
- Kusumawardhani, P. N. (2017). Does teacher certification program lead to a better quality teacher? Evidence from Indonesia. *Education Economics*, 25(6), 590-618.
- Kuswandono, P. (2014). University mentors' views on reflective practice in microteaching: building trust and genuine feedback. *Reflective Practice: International and Multidisciplinary Perspectives*, 15(6), 707-717.
- Kvale, S. (2007). *Doing Interviews*. Los Angeles: Sage Publications Inc.
- Kvale, S., & Brinkman, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). London: Sage.
- Lamb, M. (2004). 'It depends on the students themselves': Independent language learning at an Indonesian state school. *Language, Culture, Curriculum*, 17(3), 229-245.
- Lamb, M. (2007). The impact of school on EFL learning motivation: An Indonesian case study. *TESOL Quarterly*, 41(4), 757-780.

- Lamb, M. (2012). A self system perspective on young adolescents' motivation to learn English in urban and rural settings. *Language Learning, 62*(4), 997-1023.
- Lamb, M., & Coleman, H. (2008). Literacy in English and the transformation of self and society in post-Suharto Indonesia. *International Journal of Bilingual Education and Bilingualism, 11*(2), 189-205.
- Lari, F. S. (2014). The impact of using Powerpoint presentations on students' learning and motivation in secondary schools. *Social and Behavioral Sciences, 98*, 1672-1677.
- Larsen-Freeman, D. (2000). On the appropriateness of language teaching methods. In J. Shaw, D. Lubelska, & M. Noullet (Eds.), *Language nad Development: Partnership and Interaction* (pp. 65-71). Bangkok: Asian Institute of Technology.
- Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and Principles in Language Teaching* (3rd ed.). New York: Oxford University Press.
- Lau, K. L. (2007). Chinese language teachers' orientation to reading instruction and their instructional practices. *Journal of Research in Reading, 30*(4), 414-428.
- Lauder, A. (2008). The status and function of English in Indonesia: A review of key factors. *Makara, Sosial Humaniora, 12*, 9-20.
- Leatham, K. R. (2006). Viewing Mathematics teachers' beliefs as sensible systems. *Journals of Mathematics Teacher Education, 9*(1), 91-102.
- Leavy, A. M., McSorley, F. A., & Boté, L. A. (2007). An examination of what metaphor construction reveals about the evolution of preservice teachers' beliefs about teaching and learning. *Teaching and Teacher Education, 23*(7), 1217-1233.
- LeFebvre, L., & Allen, M. (2002). Teacher immediacy and student learning : An examination of lecture/laboratory and self-contained course sections. *Journal of the Scholarship of Teaching and Learning, 14*(2), 29-45.
- Lengkanawati, N. S. (2005). EFL teachers' competence in the context of English curriculum 2004: Implications for EFL teacher education. *TEFLIN Journal, 16*(1), 1-10.
- Lengkanawati, N. S. (2016). Teachers' beliefs about learning autonomy and its implementation in Indonesian EFL settings. In R. Barnard, & L. Jinrui (Eds.), *Langaug Learners' Autonomy: Teachers' Beliefs and Practices in Asian Context* (pp. 134-149). Phnom Penh: IDP Education.
- Levine, G. S. (2014). Principles for code choice in the foreign language classroom: A focus on grammaring. *Language Teaching, 47*(3), 332-348.
- Li, L. (2012). Belief construction and development: Two tales of non-native English speaking student teachers in a TESOL program. *Navitas Royal (Research on Youth and Language), 6*(1), 33-58.

- Li, L. (2013). The complexity of language teachers' beliefs and practice: One EFL teacher's theories. *The Language Learning Journal*, 41(2), 175-191.
- Li, L., & Walsh, S. (2011). 'Seeing is believing': Looking at EFL teachers' beliefs through classroom interaction'. *Classroom Discourse*, 2(1), 39-57.
- Li, M., & Baldauf, R. (2011). Beyond the Curriculum: A Chinese example of issues constraining effective English. *TESOL Quarterly*, 45(4), 798-803.
- Liando, N. V. (2010). Students' vs teachers' perspectives on best teachers characteristics in EFL classrooms. *TEFLIN Journal*, 21(2), 118-136.
- Lie, A. (2007). Education policy and EFL curriculum in Indonesia: Between the commitment to competence and the quest for higher scores. *TEFLIN Journal*, 18(1), 1-14.
- Lin, L. (2015). *Investigating Chinese HE EFL Classrooms: Using collaborative learning to enhance learning*. Heidelberg: Springer.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language Teaching*, 40(3), 243-249.
- Liu, F., & Maitlis, S. (2010). Non Participant Observation. In A. J. Mills, G. Durepos, & E. Wiebe (Eds.), *Encyclopedia of Case Study Research* (pp. 610-611). Thousand Oaks, California: Sage Publications Inc.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71-86.
- Lockley, T. (2013). Exploring self-perceived communication competence in foreign language learning. *Studies in Second Language Learning and Teaching*, 3(2), 187-212.
- Loewen, S. (2007). Error correction in the second language classroom. *Clear News*, 11(2), 105.
- Löfström, E., & Poom-Valickis, K. (2013). Beliefs about teaching: Persistent or malleable? A longitudinal study of prospective student teachers' beliefs. *Teaching and Teacher Education*, 35, 104-113.
- Long, M. H. (2000). Focus-on form: A design feature in language teaching methodology. In R. D. Lambert, & E. Shohamy (Eds.), *Language Policy and Pedagogy: Essays in Honor of A. Ronald Walton* (pp. 179-192). Amsterdam: John Benjamins Publishing Company.
- Long, M. H., & Sato, C. J. (1983). Classroom foreign talk discourse: Forms and functions of teacher's questions. In H. W. Seliger, & M. H. Long (Eds.), *Classroom Oriented Research in Language Acquisition* (pp. 268-285). Rowley, MA: Newbury House.
- Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

- Loughran, J., & Hamilton, M. L. (2016). Developing an understanding of teacher education. In J. Loughran, & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (Vol. 1, pp. 3-22). Singapore: Springer Science and Business Media.
- Luciana. (2006). Developing standards for language teacher education programme in Indonesia: Professionalizing or losing in complexity? *TEFLIN Journal*, 7(1), 67-82.
- Lyle, J. (2003). Stimulated recall: A report on its use in naturalistic research. *British Educational Research Journal*, 29(6), 861-878.
- Lyster, R. (2004). Differential effects of prompts and recasts in form-focused instruction. *Studies in the Second Language Acquisition*, 26(3), 399-432.
- Lyster, R. (2007). *Learning and Teaching Languages through Content: A Counterbalanced Approach*. Amsterdam/Philadelphia: John Benjamins.
- Macaro, E. (2013). Overview: Where should we be going with classroom codeswitching research. In R. Barnard, & J. McLellan (Eds.), *Codeswitching in University English-medium Classes: Asian Perspectives* (pp. 10-23). Bristol: Multilingual Matters.
- MacDonald, J. R., Clément, R., & MacIntyre, P. D. (2003). *Willingness to communicate in a L2 in a bilingual context: A qualitative of Anglophone and Francophone students*. Nova Scotia, Canada: Cape Breton University.
- MacIntyre, P. D. (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The Modern Language Journal*, 91(4), 564-576.
- MacIntyre, P. D. (2012). Currents and waves: Examining willingness to communicate on multiple timescales. *Contact*, 38(2), 12-24.
- MacIntyre, P. D., & Blackie, R. A. (2012). Action control, motivated strategies, and integrative motivation as predictors of language learning affect and the intention to continue learning French. *System: An International Journal of Educational Technology and Applied Linguistics*, 40(4), 533-543.
- MacIntyre, P. D., & Legatto, J. J. (2011). A dynamic system approach to willingness to communicate: Developing an idiodynamic method to capture rapidly changing affect. *Applied Linguistics*, 32(2), 149-171.
- MacIntyre, P. D., & Serroul, A. (2015). Motivation on a per-second timescale: Examining approach-avoidance motivation during L2 task performance. In Z. Dörnyei, P. D. MacIntyre, & A. Henry (Eds.), *Motivational Dynamics in Language Learning* (pp. 109-138). Bristol: Multilingual Matters.
- MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82(4), 545-562.

- Mackey, A., & M Gass, S. (2012). *Stimulated REcall Methodology in Second Language*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Madya, S. (2002). Developing standards for EFL in Indonesia as part of the EFL teaching reform. *TEFLIN Journal*, 2(13), 142-148.
- Madya, S. (2009). Education reform and its implications for EFL teacher competencies. *TEFLIN Journal*, 14(1), 1-13.
- Mahfoozifard, S., & Mehdiabadi, F. (2016). The effect of direct vs indirect feedback on the speaking accuracy of Iranian learners at elementary level of proficiency. *International Journal of Basic Science and Applied Research*, 5(2), 99-105.
- Mahlis, M., Shaw, D. M., & Barry, A. (2010). Making sense of teaching through metaphors: A review across three studies. *Teachers and Teaching*, 16(1), 49-71.
- Mahmoud, A. (2011). The role of interlingual and intralingual transfer in learner-centered EFL vocabulary instruction. *Arab World English Journal*, 2(3), 28-49.
- Malderez, A., & Weddel, M. (2007). *Teaching teachers: Processes and practices*. London: Continuum.
- Mann, S. (2011). A critical review of qualitative interviews in applied linguistics. *Applied Linguistics*, 32(1), 6-24.
- Mansour, N. (2009). Science teachers' beliefs and practices: Issues, implications, and research agenda. *International Journal of Environmental and Science Education*, 4(1), 25-48.
- Mansour, N. (2013). Consistencies and inconsistencies between science teachers' beliefs and practices. *International Journal of Science Education*, 35(7), 1230-1275.
- Marcellino, M. (2008). English language teachers in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69.
- Marchbanks, P. (2000). *Personality Traits: Elementary school teachers- School teachers: Are they out there?* Chapel Hill: University of North Carolina.
- Marshall, C., & Rossman, G. B. (1989). *Designing Qualitative Research*. California: Sage Publications.
- Marvasti, A. B. (2013). Analysing observations. In U. Flick (Ed.), *The Sage Handbook of Qualitative Data Analysis* (pp. 357-366). London: Sage Publications.
- Masduqi, H. (2011). Critical thinking skills and meaning in English language teaching. *TEFLIN Journal*, 22(2), 185-200.
- Masita, E. (2014). English teaching curriculum in Indonesia. *Paper presented at TEFLIN International Conference*. Solo, Indonesia: UNS.

- Mason, J. (2002). *Qualitative Researching* (2nd Edition ed.). London: Sage.
- Matsuda, A. (2003). The ownership of English in Japanese secondary schools. *World Englishes*, 22(4), 483-496.
- Mattarima, K., & Hamdan, A. R. (2011). Learners' motivation and learning strategies in English foreign language in Indonesian context. *Edupres*, 1, 100-108.
- Mattheoudakis, M. (2007). Tracking changes in pre-service EFL teacher beliefs in Greece: A longitudinal study. *Teaching and Teacher Education*, 23(8), 1272-1288.
- McCarthy, M. (2001). *Issues in Applied Linguistics*. Cambridge: Cambridge University Press.
- McCollum, K. (2009). *Scientific Approach*. Retrieved April 7, 2017, from kamcollum.wordpress.com/2009/08/01/a-scientific-approach-to-teaching
- McCroskey, J. C. (1982). Communication competence and performance: A research and pedagogical perspective. *Communication Education*, 31(1), 1-7.
- McCroskey, J. C. (1997). Willingness to communicate, communication apprehension, self-perceived communication competence: Conceptualization and perspectives. In J. A. Daly, & J. C. McCroskey (Eds.), *Avoiding Communication: Shyness, Reticence and Communication Apprehension* (pp. 75-108). Cresskill, NJ: Hampton Press.
- McCroskey, J. C., & Baer, J. E. (1985). *Willingness to communicate: The construct and its measurement*. Denver: The 71st Annual Meeting of the Speech Communication Association.
- McCroskey, J. C., & Richmond, V. P. (1987). Willingness to Communicate. In J. C. McCroskey, & J. A. Daly (Eds.), *Personality and Interpersonal Communication* (pp. 129-156). Newbury Park, California: Sage.
- McCroskey, J. C., & Richmond, V. P. (1990). Willingness to Communicate: Differing cultural perspectives. *The Southern Communication Journal*, 56(1), 72-77.
- McCroskey, L. L., McCroskey, J. C., & Richmond, V. P. (2005). Applying organizational orientations theory to employees of profit and non-profit organizations. *Communication Quarterly*, 53(1), 21-40.
- McDonough, J., & McDonough, S. (2014). *Research Methods for English Language Teachers*. London: Arnold.
- McKay, S. (2002). *Teaching English as International Language*. Oxford: Oxford University Press.
- Mehrgan, K. (2013). Willingness to communicate in second language acquisition: A case study from a socio-affective perspective. *Journal of Comparative Literature and Culture (JCLC)*, 2(14), 172-175.
- Mertens, D. M. (1998). *Research methods in education and psychology: Integrating diversity with quantitative and qualitative approaches*. Thousand Oaks, California: Sage.

- Mertens, D. M. (2010). *Research and Evaluation in Education and Psychology: Integrating diversity with quantitative, qualitative and mixed methods* (3rd ed.). Thousand Oaks, California: Sage Publications Inc.
- Mewborn, D. S., & Tvminski, A. M. (2006). Lortie's apprenticeship of observation revisited. *For the Learning of Mathematics*, 26(3), 23-32.
- Minor, L. C., Onwuegbuzie, A. J., Witcher, A. E., & James, T. L. (2002). Pre-service teachers' educational beliefs and their perceptions of characteristics of effective teachers. *The Journal of Educational Research*, 96(2), 116-127.
- MOE. (2014). *The Decree of Minister of Education and Culture of Indonesia Number 103 Year 2014*. Retrieved April 14, 2017, from <https://akhmadsudrajat.files.wordpress.com/2014/11/permendikbud-no-103-tahun-2014.pdf>
- Mortensen, C. D., Arntson, P. H., & Lustig, M. (1977). The measurement of verbal predispositions: Scale development and application. *Human Communication*, 3(2), 146-158.
- Muamaroh, & Prihartanti, N. (2013). Willingness to communicate in English: A case study. *Kajian Linguistik dan Sastra*, 25(1), 71-81.
- Mullock, B. (2006). The pedagogical knowledge base of four TESOL teachers. *The Modern Language Journal*, 90(1), 48-66.
- Murphy, J. (2003). Pronunciation. In D. Nunan (Ed.), *Practical English Language Teaching* (pp. 111-128). New York: McGraw Hill.
- Murphy, P. K., Delli, L. A., & Edwards, M. M. (2004). The good teacher and good teaching: comparing beliefs of second-grade students, pre-service teachers, and in-service teachers. *The Journal of Experimental Education*, 72(2), 69-92.
- Murtiningsih, S. R. (2014). Indonesian student teachers' beliefs and practices in teaching L2 reading. *Unpublished dissertation*.
- Muth'im, A. (2014). Reformation in teachers' recruitment in the effort of developing teachers' professionalism. *Paper presented at the TEFLIN International Conference, Solo, Indonesia*.
- Myers, J. (2013). Creating reflective practitioners with preservice lesson study. *International Journal of Pedagogies & Learning*, 8(1), 1-9.
- Narvaéz, N. C., Ramírez, S. P., & Vasco, A. M. (2013). Autobiographies: A way to explore student teachers' beliefs in a teacher education program. *Profile: Issues in Teachers' Development*, 15(2), 35-47.
- Nation, P. (2003). *The role of the first language in foreign language learning*. Retrieved July 11, 2017, from Victoria University of Wellington:

<http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/2003-Role-of-L1-Asian-EFL.pdf>

- Nazari, A., & Allahyar, N. (2012). Increasing willingness to communicate among English as a foreign language (EFL) students. *Investigations in University Teaching and Learning*, 8, 18-29.
- Negueruela-Azarola, E. (2011). Beliefs as conceptualizing activity: A dialectical approach for the second language classroom. *System*, 39(3), 359-369.
- Nemser, S. F. (2001). From preparation to practice: Designing a continuum to strengthen and sustain teaching. *Teaching College Record*, 103(6), 1013-1055.
- Nespor, J. K. (1985). *The Role of Beliefs in the Practice of Teaching: Final Report of the Teacher Beliefs Study*. Texas: R&D Center for Teacher Education The University of Texas at Austin.
- Nespor, J. K. (1987). The role of beliefs in the practice of teaching. *Journal of Curriculum Studies*, 19(4), 317-328.
- Neuman, W. L. (2011). *Social Research Methods: Qualitative and Quantitative Approaches* (7th ed.). Boston: Pearson Education.
- Ng, W., Nicholas, H., & Williams, A. (n.d.). School experience influences on pre-service teachers' evolving beliefs about effective teaching. *Teaching and Teacher Education*, 26(2), 278-289.
- Nishino, T. (2012). Modeling teacher beliefs and practices in context: A multimethods approach. *The Modern Language Journal*, 96(3), 380-399.
- Niu, R., & Andrews, S. (2012). Commonalities and discrepancies in L2 teachers' beliefs and practices about vocabulary pedagogy: A small culture perspective. *TESOL Journal*, 6, 134-154.
- Nuh, M. (2011, October). *The speech of Muhammad Nuh, the Minister of Education and Culture, Republic of Indonesia*. Retrieved December 15, 2017, from www.unesco.org: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/GBS/36GC/pdfs/Speech_Indonesia_EN.pdf
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Nur, C. (2003). English language teaching in Indonesia: Changing policies and practices. In W. K. Ho, & R. Wong (Eds.), *English Language Teaching in East Asia today: Changing Policies and Practices* (pp. 163-172). Singapore: Times Academic Press.
- OECD/ADB. (2015). *Education in Indonesia: Rising to the Challenge*. Paris: OECD Asian Development Bank.
- Ölmezer-Öztürk, E., & Öztürk, G. (2016). Types and timing of oral corrective feedback in EFL classrooms: Voices from students. *Novitas Royal*, 10(2), 113-133.

- Orland-Barak. (2005). Portfolios as evidence of mentors' learning: What remains 'untold'. *Educational Research*, 47(1), 25-44.
- Ormston, R., Spencer, L., Barnard, M., & Snape, D. (2014). The Foundations of Qualitative Research. In J. Ritchie, J. Lewis, C. McNaughton Nicholls, & R. Ormston (Eds.), *Qualitative Research Practice: A guide for social science students and researchers* (2nd ed., pp. 1-25). London: Sage Publications Inc.
- Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL learners in Turkish context. *Learning and Individual Differences*, 37, 269-275.
- Ozaslan, E. N., & Maden, Z. (2013). The use of Powerpoint presentations at the department of foreign language education at Middle East Technical University. *Middle Eastern & African Journal of Educational Research*, 2, 38-45.
- Ozmen, K. S., & Aydın, H. Ü. (2015). Examining student teachers' beliefs about oral corrective feedback: Insights from a teacher education program in Turkey. *Australian Journal of Teacher Education*, 40(12), 141-164.
- Pajares, M. F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.
- Pattapong, K. (2015). Complex interactions factor underlying Thai EFL learners' Willingness to Communicate in English. *PASAAA*, 49, 105-136.
- Patton, M. Q. (2002). *Qualitative Research and Evaluation Method* (3rd ed.). Thousand Oaks, California: Sage Publications Inc.
- Peacock, M. (2001). Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29(2), 177-195.
- Peng, J. E. (2007). Willingness to Communicate in an L2 and integrative motivation. *University of Sydney Papers in TESOL*, 33-59.
- Peng, J. E. (2014). *Willingness to communicate in the Chinese EFL university classroom: An ecological perspectives*. Bristol: Multilingual Matters.
- Phipps, S., & Borg, S. (2009). Exploring tensions between teachers' grammar teaching beliefs and practices. *System*, 37(3), 380-390.
- Piechurska-Kuciel, E. (2017). The influence of ambiguity tolerance on Willingness to Communicate in L2. In M. Pawlak, & A. Mystkowska-Wiertelak (Eds.), *Challenges of Second and Foreign Language Education in a Globalized World* (pp. 167-184). Cham, Switzerland: Springer.
- Pillen, M., Beijaard, D., & den Brok, P. (2013). Tensions in beginning teachers' professional identity development. *European Journal of Teacher Education*, 36(3), 240-260.

- Pring, R. (2000). *Philosophy of educational research*. London: Continuum.
- Punch, K. F. (2005). *Introduction to Research Methods in Education*. London: Sage Publications Inc.
- Purjayanti, U. (2005). Shared materials in a speaking class. *53rd TEFLIN International Conference*. Yogyakarta.
- Putri, N. S. (2014). Back to basics: Improving pre-service teachers' quality by designing sound curriculum for teaching practicum program. *Paper presented at the 61st TEFLIN International Conference, Solo, Indonesia*.
- Qing, X. (2011). Role Play- An effective approach to developing overall communicative competence. *Cross Cultural Communication*, 7(4), 37.
- Radnor, H. (2002). *Researching your professional practice*. Buckingham: Open University Press.
- Raihani. (2013). *Creating Multicultural Citizens: A Portrayal of Contemporary Indonesian Education*. Oxford, United Kingdom: Routledge.
- Rankin, E., & Hoaas, D. (2001). The use of power point and student performance. *Atlantic Economic Journal*, 29(1), 113.
- Rastegar, M., & Karami, M. (2015). On the relationship between foreign language classroom anxiety, WTC and scholastic success among Iranian EFL learners. *Theory and Practice in Language Studies*, 5(11), 2387-2394.
- Riasati, M. J. (2012). EFL learners' perception of factors influencing willingness to speak English in language classrooms: A qualitative study. *World Applied Science Journal*, 17(10), 1287-1297.
- Riasati, M. J. (2014). Causes of reticence: Engendering willingness to speak in language classrooms. *Langauge Learning*, 3(1), 115-122.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. New York: Macmillan.
- Richmond, V. P. (2002). Teaching nonverbal immediacy. In J. L. Chesebro (Ed.), *Communication for Teachers* (pp. 65-82). Boston, MA: Allyn and Bacon.
- Richmond, V. P., & McCroskey, J. C. (1982). Communication apprehension and shyness: Conceptual and operational distinctions. *Central States Speech Journal*, 33(3), 458-468.

- Richmond, V. P., & McCroskey, J. C. (1989). Willingness to communicate and dysfunctional communication processes. In C. V. Roberts, K. W. Watson, & L. L. Barker (Eds.), *Intrapersonal Communication Processes: Original Essays* (pp. 292-318). New Orleans: Spectra.
- Richmond, V. P., & Roach, K. D. (1992). Willingness to communicate and employee success in US organizations. *Journal of Applied Communication Research*, 20(1), 95-112.
- Rifkin, B. (2006). A ceiling effect for CLT? *The Modern Language Journal*, 90(2), 262-264.
- Riggenbach, H., & Lazaraton, A. (1991). Promoting oral communication skills. In M. Celce-Muria (Ed.), *Teaching English as a Second or Foreign Language* (pp. 125-136). Los Angeles: University of California.
- Risko, V. J., Vukelich, C., & Roskos, K. (2002). Preparing teachers for reflective practice: intentions, contradictions, and possibilities. *Language Arts*, 80(2), 134-144.
- Robson, C. (2011). *Real world research* (3rd Edition ed.). Oxford: Blackwell.
- Rossman, G. B., & Rallis, S. F. (2016). *An Introduction to Qualitative Research : Learning in the Field* (4th ed.). Thousand Oaks, California: Sage Publications Inc.
- Rostami, G., Kasahnian, V., & Gholami, H. (2016). The relationship between language proficiency and willingness to communicate in English in an Iranian EFL context. *Journal of Applied Linguistics and Language Research*, 3(2), 166-176.
- Rowe, V. C. (2009). Using video-stimulated recall as a basis for interviews: Some experiences from the field. *Music Education Research*, 11(4), 425-437.
- Rozelle, J. J., & Wilson, S. M. (2012). Opening the black box of field experiences: How cooperating teachers' beliefs and practices shape student teachers' beliefs and practices. *Teaching and Teacher Education: An International Journal Research and Studies*, 28(8), 1196-1205.
- Rubin, A., & Babbie, E. R. (2009). *Essential Research Method for Social Work* (2nd ed.). Belmont, CA: Brooks/Cole Cengage Learning.
- Sakui, K. (2004). Wearing two pairs of shoes: Language teaching in Japan. *ELT Journal*, 58(2), 155-163.
- Sanchez, H. S. (2013). A cognitive perspective on pre-service and in-service language teaching. *Babylonia*, 21(1), 51-56.
- Sarangi, S. (2004). Institutional, professional, and lifeworld frames in interview talk. In H. van den Berg, M. Wetherell, & H. Houtkoop-Steenstra (Eds.), *Analyzing race talk: Multidisciplinary perspectives on the research interview* (pp. 64-84). Cambridge: Cambridge University Press.
- Savasci, F., & Berlin, D. F. (2012). Science teacher beliefs and classroom practice related to constructivism in different school settings. *Journal of Science Teacher Education*, 23(1), 65-86.

- Savasci-Acikalin, F. (2009). Teacher belief and practice in Science education. *Asia Pacific Forum on Science Learning and Teaching*, 10(1), 1-12.
- Savignon, S. J. (2003). Teaching English as Communication: a global perspective. *World Englishes*, 22(1), 55-66.
- Savignon, S. J. (2007). Beyond Communicative Language Teaching: What's ahead? *Journal of Pragmatics*, 39, 207-220.
- Savignon, S. J., & Wang, C. (2003). Communicative Language Teaching in EFL Contexts: Learner attitudes and perceptions. *International Review of Applied Linguistics (IRAL)*, 41(3), 223-249.
- Savoy, A., Proctor, R. W., & Salvendy, G. (2009). Information retention from Powerpoint and traditional lectures. *Computers and Education*, 52(4), 858-867.
- Schommer, M. (1990). Effects of beliefs about the nature of knowledge on comprehension. *Journal of Educational Psychology*, 82(3), 498-504.
- Schramm-Possinger, M. (2016). Pre-service teacher humanistic vs custodial beliefs: Before and after the student teaching experience. *Journal of Education and Training Studies*, 4(1), 74-87.
- Schulz, R. (2001). Cultural differences in student and teacher perceptions concerning the role of grammar instruction and corrective feedback: USA : Columbia. *The Modern Language Journal*, 85(2), 244-258.
- Schwandt, T. (2001). *Dictionary of Qualitative Inquiry* (2nd ed.). Thousand Oaks, CA: Sage Publications Inc.
- Setyono, B. (2014). Standardizing core competence in the curriculum of academic education for prospective English teachers in Indonesia. *Paper presented at the TEFLIN International Conference, Solo, Indonesia*.
- Seymen, S. (2012). Beliefs and expectation of student teachers about their self and role as teacher during teaching practice course. *Procedia- Social and Behavioural Science*, 46, 1042-1046.
- Shao, Q., & Gao, X. A. (2016). Reticence and willingness to communicate (WTC) of East Asian language learners. *Language Learners*, 63, 115-120.
- Shaughnessy, J. J., Zechmeister, E. B., & Zechmeister, J. S. (2012). *Research Methods in Psychology* (9th ed.). New York: McGraw-Hill.
- Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.
- Sheridan, L. (2016). Examining changes in pre-service teachers' beliefs of pedagogy. *Australian Journal of Teacher Education*, 41(3), 1-20.

- Shin, S. K. (2012). "It cannot be done alone": The socialization of novice English teachers in South Korea. *TESOL Quarterly*, 46(3), 542-567.
- Shin, S., & Koh, M.-s. (2007). A cross cultural study of teachers' beliefs and strategies on classroom behaviour management in urban American and Korean school system. *Education and Urban Society*, 39(2), 286-309.
- Shohamy, E. (2001). Democratic Assessment as an Alternative. *Language Testing*, 373-391.
- Sholihah, H. (2012). The challenges of applying Communicative Language Teaching in Indonesian senior high school context. *Encounter*, 3(2), 1-17.
- Shumin, K. (2002). Factors To Consider: Developing Adult EFL Students' Speaking Abilities. In J. C. Richards, & W. A. Renandya (Eds.), *Methodology in Language Teaching* (pp. 204-211). Cambridge: Cambridge University Press.
- Silverman, D., & Marvasti, A. (2008). *Doing Qualitative REsearch: A Comprehensive Guide*. Thousand Oaks, CA: Sage Publishing Inc.
- Skott, J. (2001). The emerging practice of a novice teacher: The roles of his school Mathematics images. *Journal of Mathematics Teacher Education*, 4(1), 3-28.
- Slimani-Rools, A., & Kiely, R. (2018). *Exploratory Practice for Continuing Professional Development: An Innovative Approach for Language Teachers*. Cham, Switzerland: Palgrave Macmillan.
- Snider, D. (2005). Communicative and non-communicative activities in first-year college German textbooks. *Teaching German*, 38(2), 163-171.
- Soepriyatna. (2012). Investigating and assessing competence of high school teachers of English in Indonesia. *Malaysian Journal of ELT Research*, 8(2), 38-49.
- Sosu, E. M., & Gray, D. S. (2012). Investigating change in epistemic beliefs: An evaluation of thr impact of student teachers' epistemic beliefs on instructional preference and teaching competence. *International Journal of Educational Research*, 53, 80-92.
- Speer, N. M. (2005). Issues of methods and theory in the study of Mathematics teachers' professed and attributed beliefs. *Educational Studies in Mathematics*, 58(3), 361-391.
- Stake, R. E. (2005). Qualitative Case Study. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research* (3rd ed., pp. 443-466). Thousand Oaks, California: Sage Publications Inc.
- Stevens, D., Hodges, G. C., Gibbons, S., Hunt, P., & Turvey, A. (2006). Transformations in learning and teaching through initial teacher education. *Teacher Education and Development*, 40(2), 97-105.
- Suárez Flórez, S. A., & Basto Basto, E. A. (2017). Identifying pre-service teachers' beliefs about teaching EFL and their potential changes. *Profile*, 19(2), 167-184.

- Sulistiyo, U. (2015). Improving English as a foreign language teacher education in Indonesia: The case of Jambi University. *PhD Thesis*. Australia: RMIT.
- Suryani, L. (2015). The effectiveness of Role Play in teaching speaking. *ELTIN*, 3(11), 106-109.
- Susilo Adi, S. (2011). Communicative Language Teaching: Is it appropriate for Indonesian context? *International Journal of Instructional Technology and Distance Learning*, 8(12), 81-88.
- Susskind, J. E. (2005). PowerPoint's power in the classroom: Enhancing students' self-efficacy and attitudes. *Computers & Education*, 45(2), 203-215.
- Swennen, A., Jörg, T., & Korthagen, F. (2004). Studying student teachers' concerns, combining image-based and more traditional research techniques. *European Journal of Teacher Education*, 27(3), 265-283.
- Syarief, K. (2005). Communicative Language Teaching: Exploring theoretical foundations and practical challenges. *Jurnal Ilmu Pendidikan*, 12(3), 1-14.
- Talmy, S. (2010). Qualitative Interviews in Applied Linguistics: From research instrument to social practice. *Annual Review of Applied Linguistics*, 30, 128-148.
- Tarone, E., & Allwright, D. (2005). Second language teacher learning and student second language learning: Shaping the knowledge base. In D. J. Tedick (Ed.), *Second Language Teacher Education* (pp. 5-23). Mahwah, NJ: Erlbaum.
- Tayjasanant, C., & Barnard, R. (2010). Language teachers' beliefs and practices regarding the appropriateness of communicative methodology: A case study from Thailand. *The Journal of Asia TEFL*, 7(2), 279-311.
- Thomas, J. A., & Pedersen, J. E. (2003). Reforming elementary science teacher preparation: What about extant teaching beliefs? *Faculty publications: Department of Teaching, Learning and Teacher Education*, 103(7), 319-330.
- Thompson, L. K. (2007). Considering beliefs in learning to teach music. *Music Educator Journal*, 93(3), 30-35.
- Thompson, S. (2008). Defining a 'good teacher'. Simply! *Modern English Teacher*, 17(1), 5-14.
- Timoštšuk, I., & Ugaste, A. (2010). Student teachers' professional identity. *Teaching and Teacher Education*, 26(8), 1563-1570.
- Toi, A. (2010). An empirical study of the effects of decentralization in Indonesian junior secondary education. *Educational Research for Policy and Practice*, 9(2), 107-125.
- Tomlinson, C. A. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.

- Tong, J. (2010). Some observations of students' reticence and participatory behaviour in Hong Kong English classrooms. *Electronic Journal of Foreign Language Teaching*, 7(2), 239-254.
- Truscott, J. (1999). What's wrong with oral grammar correction? *Canadian Modern Language Review*, 55(4), 437-456.
- Tsui, A. B. (2003). *Understanding Expertise in Teaching*. Cambridge: Cambridge University Press.
- Tuan, L. T., & Nhu, N. T. (2010). Theoretical review on oral interaction in EFL classrooms. *Studies in Literature and Language*, 1(4), 29-48.
- Turjoman, M. O. (2016). Willingness to communicate in English among Saudi female university students. *International Education Studies*, 9(7), 170-177.
- Turnbull, M., & Arnett, K. (2002). Teachers' uses of the target and first languages in second and foreign language classrooms. *Annual Review of Applied Linguistics*, 22, 204-218.
- Turner, J. C., & Meyer, D. K. (2000). Studying and Understanding the Instructional Contexts of Classrooms: Using our past to forge our future. *Educational Psychologist*, 35(2), 69-85.
- Urmston, A., & Pennington, M. C. (2008). The beliefs and practice of novice teachers in Hong KONG: Change and resistance to change in an Asian teaching context. In T. S. Farrell (Ed.), *Novice Language Teachers: Insights and Perspectives for the First Year* (pp. 89-103). London: Equinox.
- Uysal, H. H., & Bardakci, M. (2014). Teaching beliefs and practices of grammar teaching: Focusing on meaning, form or forms? *South African Journal of Education*, 34(1), 1-16.
- Valadi, A., Rezaee, A., & Baharvana, P. K. (2015). The relationship between language learners' WTC and their oral language proficiency with regard to gender differences. *International Journal of Applied Linguistics and English Literature*, 4(5), 147-153.
- Valcke, M., Sang, G., Rots, I., & Hermans, R. (2010). Taking prospective teachers' beliefs into account in teacher education. In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education* (Vol. 7, pp. 622-628). Oxford: Elsevier.
- van Driel, J. H., Bulte, A. M., & Verloop, N. (2007). The relationships between teachers' general beliefs about teaching and learning and their domain-specific curricular beliefs. *Learning and Instruction*, 17(2), 156-171.
- VanderStoep, S. W., & Johnston, D. D. (2009). *Research methods for everyday life: Blending Qualitative and Quantitative Approaches*. California: Jossey-Bass.
- Virta, A. (2002). Becoming a history teacher: Observations on the beliefs and growth of student teachers. *Teaching and Teacher Education*, 18(6), 687-698.
- Vongsila, V., & Reinders, H. (2016). Making Asian learners talk: Encouraging Willingness to Communicate. *RELC Journal*, 47(3), 1-17.

- Wallen, N. E., & Fraenkel, J. R. (2001). *Educational Research: A Guide to Process* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Walsh, S. (2002). construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language Teaching Research*, 6(1), 3-23.
- Walsh, S. (2006). Talking the talk of the TESOL classroom. *ELT Journal*, 60(2), 133-141.
- Wang, H. (2010). The influence of the Socratic tradition on Cambridge practice and its implication on Chinese higher education. *Journal of Cambridge Studies*, 5(1), 1-18.
- Wang, Q., & Seth, N. (1998). Self development through classroom observation: Changing perceptions on China. *ELT Journal*, 52(3), 205-213.
- Waters, L. L. (2009). *An evaluation of novice teachers' perception of the mentoring experience in Knox County schools*. East Tennessee State University: Unpublished dissertation.
- Webb, N. G., & Barrett, L. O. (2014). Instructor-student rapport in Taiwan EFL classrooms. *ISSOTL Journal*, 2(2), 9-23.
- Wedell, M. (2009). *Planning for Educational Change - Putting People and Their Contexts First*. London: Continuum.
- Wellington, J. (2000). *Contemporary issues and practical approach*. London: Continuum.
- Wellington, J. (2015). *Educational Research: Contemporary issues and practical approaches*. London: Bloomsbury Academic.
- Wen, W. P., & Clément, R. (2003). A Chinese conceptualisation of willingness to communicate in ESL. *Language, Culture and Curriculum*, 16(1), 18-38.
- Widiati, U., & Cahyono, B. Y. (2006). The teaching of EFL speaking in the Indonesian context: The state of art. *Bahasa dan Seni*, 34(2), 269-292.
- Widodo, H. P. (2015). Language policy in practice: Reframing the English language curriculum in the Indonesian secondary education sector. In R. Kirkpatrick (Ed.), *English Language Education Policy in Asia* (pp. 127-151). New York: Springer International Publishing.
- Wiertelak, A. M., & Pawlak, M. (2017). *Willingness to Communicate in Instructed Second Language Acquisition: Combining a Macro and Micro Perspective*. Bristol: Multilingual Matters.
- Wijaya, H., & Rizkina, P. A. (2015). Factors affecting Indonesian students' willingness to communicate (A case study in higher education). *LEKSIKA Jurnal Bahasa, Sastra dan Pengajarannya*, 9(2), 32-38.
- Witt, P. L., Wheelles, L. R., & Allen, M. (2004). A meta-analytical review of the relationship between teacher immediacy and student learning. *Communication Monographs*, 71(2), 184-207.

- Wiyati. (2014). EFL pre-service teachers: A study on student teachers' teaching competence. *TEFLIN*.
- Wolcott, H. F. (2001). *Writing Up Qualitative Research* (2nd ed.). Newbury Park, California: Sage Publications Inc.
- Wolfinger, N. H. (2002). On Writing Fieldnotes: Collection strategies and background expentancies. *Qualitative Research*, 2(1), 85-95.
- Wood, D. (2016). Willingness to communicate and second language speech fluency: An idiodynamic investigation. *System*, 60, 11-28.
- Woods, D. (2003). The social construction of beliefs in the language classroom. In P. Kalaja, & A. M. Barcelos (Eds.), *New Approach to Research on Beliefs about SLA: Educational Linguistics* (Vol. 2, pp. 201-229). Dordrecht: Springer.
- Woods, D. (2009). Review of teacher cognition and and language education: Research and practice. *The Canadian Modern Language*, 65(3), 511-513.
- Woods, D., & Çakir, H. (2011). Two dimensions of teacher knowledge: The case of communicative language teaching. *System: An International Journal of Educational Technology and Applied Linguistics*, 39(3), 381-390.
- Wooffitt, R., & Widdicombe, S. (2006). Interaction in interviews. In P. Drew, G. Raymond, & D. Weinberg, *Talk and Interaction in Social Research Methods* (pp. 28-49). London: Sage.
- Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal*, 86, 54-66.
- Yashima, T. (2012). Willingness to communicate: Momentary volition that results in L2 behaviour. In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for Language Learning: Insights from Research. Theory and Practice* (pp. 119-135). Basingstoke: Palgrave, Macmillan.
- Yashima, T., & Zenuk-Nishide, L. (2004). The influence of attitude and affect on willingness to communicate and second language communication. *Langaage Learning*, 54(1), 119-152.
- Yeom, M., Acedo, C., & Utomo, E. (2002). The reform of secondary education in indonesia during the 1990s: Basic education expansion and quality improvement through curriculum decentralization. *Asia Pacific Education Review*, 3(1), 56-68.
- Yin, R. K. (2003). *Case Study Research : Design and Methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th Edition ed.). Los Angeles: Sage.
- Yousefi, M., & Kasaian, S. A. (2014). Relationship between WTC and Iranian EFL learner's speaking fluency and accuracy. *Journal of Advances in ELT*, 2(6), 61-72.

- Yuan, R., & Lee, I. (2014). Pre-service teachers' changing beliefs in the teaching practicum: Three cases in EFL context. *System*, 44, 1-12.
- Yufrizal, H. (2014). Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. *The Second International Conference on Education and Language (2nd ICEL)* (pp. 26-32). Bandar Lampung: Universitas Bandar Lampung.
- Yuwono, G. I., & Harbon, L. (2010). English teacher professionalism and profession development: Some common issue in Indonesia. *The Asian EFL Journal*, 12(3), 145-163.
- Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' WTC. *System*, 42, 288-295.
- Zeichner, K. M., & Conklin, H. G. (2005). Teacher education programs. In M. Cochran-Smith, & K. M. Zeichner (Eds.), *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education* (pp. 645-736). Mahwah, New Jersey: Lawrence Erlbaum Associates Publishers.
- Zeichner, K. M., & Noffke, S. F. (2018). Practitioner Research. In V. Richardson (Ed.), *Handbook of Research on Teaching* (pp. 298-330). Washington D.C.: American Educational Research Association.
- Zembylas, M. (2005). Beyond teacher cognition and teacher beliefs: The value of ethnography of emotions in teaching. *International Journal of Qualitative Studies in Education*, 18(4), 465-487.
- Zhang, L. J., & Rahimi, M. (2014). EFL learners' anxiety level and their beliefs about corrective feedback in oral communication class. *System*, 42, 429-439.
- Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81-83.
- Zheng, H. (2009). A review of research on EFL pre service teachers' beliefs and practices. *Journal of Cambridge Studies*, 4(1), 73-81.
- Zheng, H. (2013). The dynamic interactive relationship between Chinese secondary school EFL teachers' beliefs and practice. *The Language Learning Journal*, 41(2), 192-204.
- Zhu, H. (Ed.). (2016). *Research Methods in Intercultural Communication: A Practical Guide*. Malden MA: John Wiley & Sons.
- Zulfikar, T. (2014). Looking from within: Prospects and challenges for Progressive Education in Indonesia. *International Journal of Progressive Education*, 9(3), 124-136.