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HELPING THEM TO BE GOOD TEACHERS: HOW COMMUNITY SERVICE EQUIPS PRE-SERVICE TEACHERS TO TEACH ENGLISH

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Article Info	Abstract
Article History <i>Received:</i> <i>Published:</i> Keywords <i>Pre-service teachers' beliefs;</i> <i>English;</i> <i>university service;</i>	<i>Investigating pre-service teachers' beliefs gives tremendous advantages for their future career development. This study was conducted in the context of elementary education. It focused on investigating the pre-service teachers' beliefs about teaching English and how the teacher's reflections changed their initial beliefs. We examined nineteen sophomore students who participated in community service to teach English in a public elementary school. A qualitative design was applied and reflections were carried out. Data were gathered through in-depth interviews and direct classroom observations. The result generates that many preservice teachers hold their prior beliefs about teaching from their student experience. Teaching reflections facilitate these pre-service teachers to realize their gaps in teaching skills. The finding suggests that teacher training faculty need to add more practical courses to nurture teaching skills. The findings may be useful for a larger population where English was taught as a foreign language for pre-service teachers and elementary school students. This study concludes that real teaching experience develops pre-service teachers' professionalism. It impresses upon them that teaching needs comprehensive knowledge and skills.</i>

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RESEARCH METHOD

Abundance works of literature have shown that preservice teachers perceive their own beliefs about ideal teaching (Lasley, 1980; Teo et al., 2008; Wang, 2002). Literature has recorded that pre-service teachers' beliefs about teaching significantly influence their teaching practices (Belbase, 2015; Funkhouser & Mouza, 2013). Students enrolling in teacher training programs usually have initial beliefs about teaching, which inspire them to be teachers. Thus, it is essential for a teacher education program to always seek and understand the student-teacher's former beliefs on teaching. This deliberate effort will help us improve our curriculum and prepare them to be great educators.

This study is purposefully designed to seek an understanding of how pre-service teachers' beliefs about teaching English. Previous studies have investigated pre-service teachers' beliefs about teaching math using technology (Belbase, 2015); technological use and their self-esteem (Han et al., 2017); integration of technology into a lesson plan (Kovalik et al., 2013). Moreover, countless studies have investigated pre-service teachers' beliefs about English language teaching (Subekti, 2021; Yakin Arslan, 2019; Yang et al., 2021). Studies show that inviting pre-service teachers to their beliefs about teaching after actual classroom teaching with students is an eye-opening experience. It helps them cope with technological updates to their students' level and identify the problems in the classroom (Kovalik et al., 2013).

Teachers' beliefs are important because they shape their thinking which, in turn, guides instruction (Fives & Buehl, 2012). The study has indicated that there is a connection between teachers' educational beliefs and three teaching approaches: an inquiry-based approach concentrating on honing students' skills in real problem solving, a conservative approach viewing students as passive receivers, and a liberal approach highlighting students as active meaning makers (Knowles, 2017). Teachers' beliefs can impact classroom decision-making and teaching practice (Graham, 2018; Fives & Buehl, 2012, 2014; Pajure, 1992). Besides