

Chapter Two

Literature Review

This chapter defines significant issues related to this research. There are several important sub topics explained in this literature review. Teachers' beliefs are explained based on the context of this research in the first section. In general, effective English foreign language teacher is discussed in the second sub topic. The following sub topic describes the characteristics of effective English foreign language teacher. In detail, several characteristics of EFL teachers is deliberated in the pedagogical knowledge, personal knowledge and interpersonal knowledge.

Teachers' Beliefs

Area of teachers' beliefs has been widely explored by many scholars. In this section the researcher reviews several definitions of teachers' beliefs from some literature. Beliefs are seen to be an important component of teachers' teaching and learning process (Borg, 2011). Teachers' beliefs will influence their performance in the classroom. EFL teachers, for example, who believe that English class is a place where they only transfer their knowledge will only food-feed the students, but those who believe that their role is to facilitate students they will probably let students explore more on the target language by giving them sources to study. This is supported by Zheng (2009) who mentioned that people hold different conceptual orientations towards teaching and about the role of teachers. Some teachers may regard language teaching as a process of information transmission while others think of the teacher as facilitators of language learning.

Another example can be seen by teachers' beliefs that relate to their pedagogical knowledge. If a teacher believes that the learners' role in a language classroom is to listen and speak only when they are asked to answer questions, we may find that the students are left little

time to talk in class. This is in line with Diab (2009) who stated that language teachers hold certain beliefs about language learning that will have an effect to their teaching practices. In addition, Diab (2009) argued that teachers' beliefs influence students' beliefs about learning.

In this current research, teachers' beliefs are seen as the measure of teachers' professional growth (Borg, 2011). From this point, teachers' beliefs can be a supporting aspect to improve teachers' required skills on being effective EFL teachers. It is because providing effective teaching to the students can be a process of professional growth as a teacher. For example when a teacher has beliefs that to master vocabulary effectively students should be able to read many resources in the target language, the teacher will make effort to teach her or his students using reading task as the one of the activities in the classroom. The effort that teacher made is one of the action in order to develop her or his skills to be effective teacher. Finally, by developing her or his skills, teachers also measure the required skills of effective EFL teachers.

Effective English as a Foreign Language (EFL) Teachers

As the player in education field, teachers have been researched for many reasons, aspects and purposes. In their research, Birjandi and Bagherkazemi (2010) stated that teachers are the ultimate key of successful education and they play a vital role in bringing about education reform. It is true that teachers play an important role in education, as their responsibility to effectively transfer their knowledge by teaching. Inevitably teachers are strongly insisted to always enhance their effectiveness in teaching, so that they can teach effectively.

To describe effective EFL teachers, the researcher reviews some research that discuss about effective teachers in different focus. Some scholars call effective teachers as good teachers. Brophy and Good, 1986; Witcher, Onwuegbuzie, and Minor, 2001 (As cited in Zamani & Ahangari, 2016) effective teachers have been described as 'active' teachers who make

maximum use of instruction time, present material in ways to meet student needs, monitor programs and progress and plan opportunities for students to apply newly acquired concepts and skills. Diamond defined an effective teacher as “the one who conducts effective teaching which produces beneficial and purposeful student learning through the use of appropriate procedures” (Diamond; 1998, cited in Strickland, 1998, p. 83). However, to differentiate the effective teachers in general and effective EFL teachers, Borg (2006) argued that EFL effective teachers are different from effective teachers in other fields of education. To some extent, there are certain characteristics and requirements which EFL teachers could take care of in order to be effective in their EFL pedagogy.

To be effective EFL teachers, Borg (2006) stated that there are five factors that distinguish effective EFL teachers with the teachers from other discipline. Here are the five factors:

The nature of the subject matter itself. Foreign language teaching is the only subject where effective instruction requires the teacher to use a medium to the students who do not yet understand. This is supported by Grossman (as cited in Borg, 2003) foreign language teachers have bigger opportunity to explore more about the medium to teach the students compared to other subject. It is because English is such an inherently ambiguous subject, rather than subject that is hierarchically organized such as math or physic.

The interaction patterns necessary to provide instruction. Effective Foreign Language instruction requires interaction patterns such as group work which is desirable, but not necessary for effective instruction in other subjects.

The challenge for teachers of increasing their knowledge of the subject. Language teachers teach communication, not facts. In other subjects, teachers can increase their subject

matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the Foreign Language because doing so requires regular opportunities for them to engage in Foreign Language communication.

Isolation. FL teachers' experiences are more than teachers of other subjects about feelings of isolation resulting from the absence of colleagues teaching the same subject. For example, in terms of EFL context, some teachers from other field such as math and physics can discuss their materials using their first language with minimum misunderstanding. However, English teachers will find difficulties discussing their materials to other teachers from different fields.

The need for outside support for learning the subject. For effective instruction, Foreign Language teachers must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects.

Those factors can be defined as the distinctive characteristics and requirements that differentiate effective EFL teachers from effective teachers in other discipline. The explanation about the definition of EFL teachers above is supposed to be supported by the characteristics of EFL teachers. Thus, next sub chapter will talk about the characteristics of effective EFL teachers.

The Characteristics of Effective EFL Teachers

In understanding of what the effective EFL teachers are, stakeholders have to be able to understand their characteristics. It is not easy to identify what effective EFL teacher is since in different context there will be different desirable characteristics from other perspectives. It is supported by several research that reported different favorable and unfavorable characteristics perceived by both teachers and learners. Celik, Arikan, and Caner (2013) maintained in their research that the participants, 998 students in a state university in Turkey, who were asked to

complete a survey about the characteristics of effective EFL teachers agree that effective EFL teachers are those who have pedagogy-specific knowledge, personality traits, professional skills and classroom behavior.

In addition, Wichadee (2010) also found interesting result on the characteristics of effective EFL teachers as perceived by 400 students from Bangkok University. It was interesting that there were different desirable characteristics perceived by low and high proficiency students. The students with low proficiency of English tended to blame on the teachers about the way teachers teach like they teach too fast, and give too difficult assignment. While students with high proficiency of English stated that teachers should provide different learning activities that promote students' participation and followed by teacher's friendliness.

The other contrast result of research is from Ramzani (2014) who stated that the different characteristics' rank of EFL teachers that perceived by 121 teachers and 348 students in Urmia universities, Iran. The highest characteristics' rank of effective EFL teachers perceived by the teachers is English proficiency, while students who perceived the pedagogical knowledge is significant characteristics of an effective EFL teacher. The researcher concludes that there will be different characteristics of effective EFL teachers perceived by other context of the research and participants.

Experts argued many characteristics of effective EFL teachers, for example Brown (2000) and Richard (2001) who described the characteristics of effective EFL teachers in different term. In this section, the characteristics by the two experts above will be defined separately to see the different of the term. In this research, the characteristics of effective EFL teachers are going to be used as the main theoretical basis ones from Brown (2000).

Brown (2000) stated that good EFL teachers must have these following characteristics. Technical knowledge means effective EFL teachers are ones who have good understanding about linguistics' systems of English phonology, grammar and discourse. Pedagogical skills means teachers need to possess a well-through-out, informed approach to language teaching, understanding about a wide variety of techniques and how to use them. Interpersonal skills means EFL teacher are required to aware of cross-cultural differences and is sensitive to students' cultural traditions. Personal qualities means teachers have to be well organized, conscientious in meeting commitments, and dependable, flexible when things go awry.

Those characteristics mentioned by Brown (2000) are partially similar to Richard's (2001) ideas that the core components that build teachers characteristics to become effective are practical knowledge, content knowledge, contextual knowledge, pedagogical knowledge, personal knowledge, and reflective knowledge. Practical knowledge which means that the teachers' repertoire of classroom techniques and strategies. Content knowledge is the teachers' understanding of the subject of TESOL, e.g., Pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminological of language teaching. Contextual knowledge means familiarity with the school or institutional context school norms, and knowledge of the learners are including cultural and other relevant information. Pedagogical knowledge is the ability to restructure content knowledge for teaching purposes, and to plan, adapts and improvises. Personal knowledge means the teachers' personal beliefs and principles and his or her individual approach to teaching. Reflective knowledge is the teachers' capacity to reflect on and assess his or her own practice

For the purpose of this study, this current research focuses on three characteristics mentioned by Brown (2000) and Richards (2001). They are pedagogical knowledge, personal

knowledge, and interpersonal knowledge. The term knowledge is used consistently in this research since the researcher believes that skills, qualities, and knowledge are similar to this context. Another reason is because the researcher intends to see the concept of the three characteristics in this research. Those three characteristics will be clearly explained in the following sub chapters.

Pedagogical Knowledge

There are numerous researches concerning on the pedagogical knowledge. One of them is the research done by Bawadi (2009). In it, Bawadi explained what is pedagogical knowledge and pedagogical performance in order to use blended learning for EFL prospective teachers in Saudi. According to Bawadi, pedagogical knowledge refers to teachers' knowledge about the basic teaching and learning matters such as learning theories, teaching approaches, curriculum designs, evaluation techniques, and relevant managerial issues. On the other hand pedagogical performance refers to teachers' teaching/learning practices and activities inside and outside the classroom such as lesson preparation, lesson delivery, teaching/learning materials manipulation, test preparation and correction and IT utilization. From this research, it can be concluded that pedagogical knowledge refers to something that is unseen by teachers performance since it deals with the theories, concepts, and managerial issues done by the teachers. This is in line with Mullock (2006) that stated research into teachers' pedagogical knowledge is based on the assumption that what teachers do in the classroom which has its origins in thought or mental acts. Both thought and mental acts have been shaped by attitudes, values, knowledge, and beliefs through years of being a student and a teacher. Pedagogical knowledge is accumulated knowledge about the act of teaching, including the goals, the procedures and strategies that form the basis for what teachers do in the classroom (Mullock, 2006).

Regarding the previous sub chapter above, it is stated that Brown (2000) and Richards (2001) mentioned about pedagogical knowledge. It can be assumed that from almost all points raised by Brown (2000), pedagogical knowledge deals with teachers' effort in planning pre, during, and post teaching. Supported by Richards (2001) who stated that pedagogical knowledge is teachers' ability in restructure content knowledge which is about teachers' understanding about the subject for teaching purposes, and to plan, adapt and improvise. To sum up this sub chapter, the researcher defines pedagogical knowledge as the teachers' ability to organize their understanding in EFL field in order to effectively run through their creative teaching techniques and materials written in the lesson plans, and use appropriate teaching principles.

Personal Knowledge

Teachers take an important role in education, especially as a personal model. Based on research done by Collinson (1996), since teaching depends to a large degree on how a person, sees, acts and lives (teaching by modeling), once could argue that development of dispositions and ethics is very important in teacher education. What comes from teachers is the things that will be remembered by the students or even more other teachers.

As the definition by Richards (2001) that personal knowledge is the teachers' personal beliefs and principles and their individual approach to teaching. Brown (2000) as mentioned above in previous sub-chapter stated that Personal qualities means teachers have to be well organized, conscientious in meeting commitments, and dependable, flexible when things go awry. This means that personal knowledge deals with teachers' individual preference that they bring to teaching and learning process. Referring personal knowledge as intrapersonal knowledge, Collinson (1996) argued that this knowledge emphasizes understanding of oneself and the capacity for introspection and reflection. He added that by having intra-personal

knowledge perhaps EFL teachers represent individual ways of thinking and ways of being. The points raised by Collinson (1996) that there are two main aspects in personal knowledge namely ethics and dispositions. The ethics of cares that teachers should have to be effective teachers are caring or compassion, respecting for self and others, understanding self and others, giving to and receiving from others, and courage. Work ethics such as pride of effort, dedication or perseverance, doing one's best are also needed to be possessed by effective teachers. Meanwhile, dispositions like curiosity, creativity, risk taking, problem finding and solving, responsibility and flexibility, are also considered as personal knowledge that have to be developed by effective teachers (Collinson, 1996). By those understanding, the researcher concludes that personal knowledge is teachers' ability to see themselves as teachers, and do reflection for themselves in teaching and learning process.

Interpersonal Knowledge

The last characteristics that will complete this chapter is interpersonal knowledge. Collinson (1996) argued that interpersonal knowledge refers to people skills but it is more complex than simple set of people skills because it involves maturity and wisdom. Interpersonal knowledge is the way teachers create successful communication with students, and the local community. To a broader definition, Collinson (1996) argued that interpersonal knowledge is defined as a concept of teachers' ability to interact and have positive relationship by working well with stakeholders (e.g., open-mindedness, empathy and honest communication). Collinson (1996) also added teachers who develop their interpersonal knowledge learn to think in an ever expanding scope of professional community.

The definition of interpersonal knowledge by Brown (2000) is adopted by the researcher to describe the concept of interpersonal knowledge. Interpersonal knowledge is the teachers'

ability to build good interaction between stakeholders. It is not only with the students, but also the staff, parents, and even teachers' colleagues. They are able to value his or her opinions and abilities of students. Effective EFL teachers are patient in working with students with students of lesser ability and able to offer challenges to the students of exceptionally high ability. They have to cooperate harmoniously and candidly with colleagues (fellow teachers) and seek to opportunities to share thoughts, ideas, and techniques with colleagues. In other words, interpersonal knowledge deals with the way of teachers to communicate with other stakeholders. This is supported by Bork, Brekelmans, and Wubbels (2004) in their research about teachers' interpersonal behavior and students' outcomes. They state that teachers' interpersonal behavior is applied because teachers' belief in making strong and positive pedagogical interactions.

These following are the applied concept of having interpersonal knowledge with the students by Stronge (2006). Stronge stated that teachers who have good interpersonal knowledge should maintain clear communication with their students. They conduct one-on-one conversation with high expectations with students consistently. In their conversations, teachers put positive dialog, interaction, and appropriate tone and volume either inside or outside the classroom. The special thing about this characteristic is that teachers are able to address students by names. Teachers who have this particular characteristic invest their time to work with single or small groups of students equally and fairly.

