

TABLE OF CONTENTS

APPROVAL PAGE	ii
DECLARATION OF OWNERSHIP.....	iii
PREFACE.....	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Scope of the Study	3
1.3 Research Questions	4
1.4 Objectives of the Study	4
1.5 The Teaching and Learning of English at the Research Site	4
1.6 Significance of the Study	5
1.7 Definition of Key Terms	6
1.8 Organization of the Thesis	7
CHAPTER TWO: LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2 The Notion of Teachers' Beliefs and Knowledge.....	10
2.3 Teachers' Pedagogical Beliefs about Language Learning	12
2.3.1 Teachers' Beliefs about Foreign Language Learning Aptitude	13
2.3.2 Teachers' Beliefs about the Difficulty of Language Learning	14
2.3.3 Teachers' Beliefs about the Nature of Language Learning	16
2.3.4 Teachers' Beliefs about Language Learning and Communication Strategies	18
2.3.5 Teachers' Beliefs about Language Learning and Motivation	19
2.4 Teachers' Pedagogical Beliefs and Language Teaching Practice	20
2.5 Approaches to Teaching English as a Foreign Language	24
2.5.1 Approach	24
2.5.2 Design	25
2.5.3 Procedure	25
2.6 Previous Studies	26
2.7 Concluding Remark	28
CHAPTER THREE: METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research Questions	29

Susanti, 2015

*Teachers' pedagogical beliefs, knowledge and Classroom Teaching Practices: A Case Study
of Teaching English as a Foreign Language
at University Level*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

3.3 Research Design.....	29
3.4 Setting	30
3.5 Participants.....	31
3.6 Data Collection	32
3.6.1 Questionnaire	32
3.6.2 Interviews.....	34
3.6.3 Classroom Observations	35
3.6.4 Document Analysis	36
3.7 Data Analysis	37
3.7.1 Quantitative Data Analysis from Questionnaire	37
3.7.2 Qualitative Data Analysis	38
3.8 Data Triangulation	39
3.9 Concluding Remark	39
 CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION	40
4.1 Introduction.....	40
4.2 RQ.1 What are the common pedagogical beliefs do the teachers have regarding the approaches to EFL instructions as their classroom teaching practice?	40
4.2.1 Teachers' Pedagogical Beliefs Inventory – Beliefs about Language Learning	40
4.2.1.1 Beliefs about Foreign Language Aptitude	40
4.2.1.2 Beliefs about the Difficulty of Language Learning	42
4.2.1.3 Beliefs about the Nature of Language Learning	46
4.2.1.4 Beliefs about Learning and Communication Strategies.....	47
4.2.1.5 Beliefs about Language Learning and Motivation	48
4.2.2 Teachers' Pedagogical Beliefs Inventory – Approaches to EFL Instruction	50
4.2.2.1 Reported Teachers' Pedagogical Beliefs Inventory – Skills-based Approach	53
4.2.2.2 Reported Teachers' Pedagogical Beliefs Inventory – Rules-based Approach	53
4.2.2.3 Reported Teachers' Pedagogical Beliefs Inventory – Functions-based Approach	54
4.3 RQ.2 In what ways do their pedagogical beliefs match their teaching practice in the classroom?	55
4.3.1 Data from Interviews	55
4.3.1.1 Teachers' Beliefs about Language Learning	55
Beliefs about Foreign Language Aptitude	57
Beliefs about the Difficulty of Language Learning	58
Beliefs about the Nature of Language Learning	60
Beliefs about Learning and Communication Strategies	61
Beliefs about Language Learning and Motivation	62
4.3.1.2. Teachers' Beliefs about Approaches to EFL Instructions	62

Susanti, 2015

*Teachers' pedagogical beliefs, knowledge and Classroom Teaching Practices: A Case Study
of Teaching English as a Foreign Language
at University Level*

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

4.3.1.3 Teachers' Beliefs about One's Own EFL Teaching Practices	67
4.3.2 Data from Classroom Observations	71
4.3.3 Data from Documents Analysis	77
4.3.4 Discussion: The Extent of Pedagogical Beliefs Matches the Classroom Teaching Practices	82
4.3.4.1 Teachers' Pedagogical Beliefs about Language Learning	82
4.3.4.2 Teachers' Pedagogical Beliefs and Approaches to EFL Instruction	90
Teacher-centered Teaching	91
PPP mode of Instruction	92
4.4 Mismatch between Teachers' Pedagogical Beliefs and Classroom Practices	94
4.5 Concluding Remark	96
 CHAPTER FIVE: CONCLUSIONS, LIMITATIONS OF THE STUDY, AND RECOMMENDATION FOR FURTHER STUDY	97
5.1 Introduction	97
5.2 Conclusions	97
5.3 Limitations of the Study	99
5.4 Recommendation for Further Studies	100
 REFERENCES	101
APPENDICES	112

LIST OF TABLES

Table 3.1 Participants' background information	31
Table 3.2 General Description of the Questionnaire	33
Table 3.3 Interviews Overview	35
Table 3.4 Classroom Observation Information	36
Table 4.1 Beliefs about Foreign Language Aptitude	41
Table 4.2 Beliefs about the Difficulty of Language Learning	43
Table 4.3 Beliefs about the Nature of Language Learning	46
Table 4.4 Beliefs about Learning and Communication Strategies.....	47
Table 4.5 Beliefs about Language Learning and Motivation.....	49
Table 4.6 Clustered of Teachers' Pedagogical Beliefs Inventory – Approaches to EFL Instruction	51
Table 4.7 Writing II Course Organization	79

LIST OF FIGURES

Figure 4.1 Reported Beliefs about Foreign Language Aptitude	42
Figure 4.2 Reported Beliefs about the Difficulty of Language Learning	43
Figure 4.3 Reported Beliefs about the Difficulty of Language Learning (Question # 27)	44
Figure 4.4 Reported Beliefs about the Difficulty of Language Learning (Question # 28)	45
Figure 4.5 Reported Beliefs about the Nature of Language Learning	46
Figure 4.6 Reported Beliefs about Learning and Communication Strategies.....	48
Figure 4.7 Reported Beliefs about Language Learning and Motivation.....	49