CHAPTER II
REVIEW OF LITERATURE

This chapter provides a review of the literature related to the study. It discusses the concepts of teacher's beliefs and teacher's roles and elaborates how teacher's beliefs can inform teaching practices. In this chapter, studies related to the teaching of English in Indonesia are also highlighted to provide insights into the context of the present study.

2.1 Teacher's Beliefs

This section is broken down into three sub-sections: (1) the nature of teacher's beliefs; (2) the relation between teacher's beliefs, identity and cognition; and (3) and how teacher's beliefs inform teaching practices. The nature of teacher's beliefs is the main idea of the study, which revolves around the idea of how a teacher shapes her/his beliefs. In this study, however, the beliefs are limited to how a teacher sees themselves as an English language teacher.

Regarding the concept of teacher's beliefs, a "belief" is an individual's foundation such as how Pajares explained it as "it is viewed as knowledge of sort. … beliefs influence how individuals characterize phenomena, make sense of the world, and estimate co-variation" (Pajares, 1992, p. 310). Borg (2006) added that beliefs are the key foundation in influencing many factors in educational arena. Meanwhile, Pajares (1992) pointed out again that beliefs are related to subjectivity and emotion. It is also supported by Haiyan, Walker and Xiaowei (2017) who stated that beliefs are formed from a positive mindset of teachers, which also means that teachers form their beliefs when they experienced something positive before and want to continue to do the same in the future. Thus, basically everything that the teachers do in the classroom is influenced by their beliefs, including the decision to position themselves as a teacher in the classroom. The way teachers behave in the classroom can be different from one another, as they can be influenced by different factors. To put it

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simply, Pajares (1992) explains that teacher's beliefs are the phenomena which can relatively change based on some factors or experiences the teachers have. However, the way the teachers teach or how the teachers perform are somewhat underpinned by their beliefs.

There are different types of occasions that influence how a teacher shapes her/his beliefs. Borg (2006) elaborates how teacher's beliefs are formed and shaped, which he categorized into sixteen fundamental assumptions. The framework was drawn on and elaborated from Pajares' (1992) ideas in which beliefs can be defined as "an individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend and do" (p. 316). Table 2.1 on the next page provides the framework of how teacher's beliefs are shaped.

The first framework from Pajares stating "beliefs are formed early and tend to self-perpetuate even against contradictions caused by reason, time, schooling or experience" explains how teachers form their beliefs. In the case of this research, it helps to respond the first research question of this research regarding how a teacher forms her beliefs about her role as an English language teacher. Borg (2006) also states that even the most trivial incidents that happened around the teacher can influence the forming of the teacher's beliefs. Additionally, since the beliefs will never be singular, teachers can possibly have different beliefs depending on the circumstances they are in. This framework indicates that beliefs are formed since very early on; however, Borg and Al-Busaidi (2012) added that the beliefs can develop along with time as the teacher experiences being a teacher. It is also supported by another point in the framework about the time the teacher gains or creates the beliefs, which points to the statement: "beliefs about teaching are well established by the time a student gets to college."

"Individuals develop a belief system that houses all the beliefs acquired through the process of cultural transmission." This statement describes that cultural transmission has an important role in influencing the teacher's beliefs. The teacher's

beliefs will eventually develop, depending on the influence factors the teacher has; thus, whenever the teacher experiences a new environment, it will probably influence

Table 2.1
Teacher's Beliefs (Pajares, 1992, p.324)

1. Beliefs are formed early and tend to self-perpetuate even against contradictions caused by reason, time, schooling or experience.
2. Individuals develop a belief system that houses all the beliefs acquired through the process of cultural transmission.
3. The belief system has an adaptive function in helping individuals define and understand the world themselves.
4. Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative and episodic nature of beliefs makes them a filter through which new phenomena are interpreted.
5. Thought processes may be precursors to and creators of belief, but the filtering effect of belief structures ultimately screens, redefines, distorts or reshapes subsequent thinking and information-processing.
6. Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring.
7. Beliefs are prioritized according to their connections or relationship to other beliefs or other cognitive and affective structures.
8. Belief substructure, such as educational beliefs, must be understood in term of their connections not only to each other but to other, perhaps more central, beliefs in the system.
9. By their very nature and origin, some beliefs are more incontrovertible than others.
10. The earlier a belief is incorporated into the belief structure, the more difficult it is to alter. Newly acquired beliefs are most vulnerable to change.
11. Belief change during the adulthood is a very rare phenomenon, the most common cause being a conversion from one authority to another or a gestalt shift.
12. Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan and make decisions regarding such tasks.
13. Beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality.
14. Individuals' beliefs strongly affect their behavior.
15. Beliefs must be inferred, and this interference must take into account the congruence among individuals' beliefs statements, the intentionally to behave in a predisposed manner, and the behavior

related to the belief in question.

16. Beliefs about teaching are well established by the time a student gets to college.

to extending or developing the teacher's beliefs. Meanwhile, the statement "the belief system has an adaptive function in helping individuals define and understand the world themselves" explains that beliefs are in fact the foundation of any kind of act the teachers do. It is in line with Borg's (2006) statement that how teachers behave in the classroom, or in the school particularly, is dependent upon their beliefs.

"Knowledge and beliefs are inextricably intertwined, but the potent affective, evaluative and episodic nature of beliefs makes them a filter through which new phenomena are interpreted." It describes that knowledge and beliefs can hardly be separated (Borg, 2006). Knowledge and beliefs are indeed interrelated. Beliefs can be formed based on the knowledge an individual has. While some scholars emphasized that beliefs are formed from experiences, experience itself can be seen as being

rooted in a particular knowledge. "Thought processes may be precursors to and creators of belief, but the filtering effect of belief structures ultimately screens, redefines, distorts or reshapes subsequent thinking and information-processing." This statement underlines that beliefs are not settled (Borg, 2006). Pajares (1992) emphasized that beliefs can develop depending on the situation where the individual is in the moment.

"Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring." As how it is stated, beliefs play an important part in directing an individual's behavior, starting from knowledge interpretation to cognitive monitoring. It shows how beliefs are truly the foundation for the teachers to perform as a teacher. It points to the fact that beliefs are treated as the important component for becoming a teacher. It is stated in the next point that: "beliefs are prioritized according to their connections or relationship to other beliefs or other cognitive and affective structures." Meanwhile, the statement that "belief substructure, such as

educational beliefs, must be understood in term of their connections not only to each other but to other, perhaps more central, beliefs in the system" highlights that beliefs are never in the singular but always plural (Borg, 2006).

"By their very nature and origin, some beliefs are more incontrovertible than others." It explains that among all of the beliefs the teacher has, there will be one or more beliefs which are more dominant than others. It means that between those beliefs, there are other beliefs within or, in other words, it describes how beliefs can eventually change based on the situation where the teacher is (Borg, 2006). This framework helps to understand the multi-layered nature of beliefs, such as which beliefs the teacher is more attached to or how other beliefs influence in changing the previous beliefs. However, the next point in the framework states that as the earlier a belief is incorporated into the belief structure, the more difficult it is to alter. "Newly acquired beliefs are most vulnerable to change" indicates that beliefs may not be that easy to change. Even though Borg (2006) stated that beliefs are flexible and can be either developed or changed depending on the situation, it is not easy to replace old beliefs with the new one., It is then explained in the next point that "belief change during the adulthood is a very rare phenomenon, the most common cause being a conversion from one authority to another or a gestalt shift." This point gives an explanation which supports the idea that beliefs are hard to change. Meanwhile, it is still possible to change the beliefs if the individual experiences a situation where she/he truly needs to change the beliefs (Pajares, 1992).

"Beliefs are instrumental in defining tasks and selecting the cognitive tools with which to interpret, plan and make decisions regarding such tasks." Here, it is explained how beliefs play an important role in decision making, and this is also explained in another point of the framework, "individuals' beliefs strongly affect their behavior." As for teachers, the teacher's beliefs affect the teacher's behavior in the classroom, or school in general. The beliefs the teachers have will lead them to act in certain ways, such as how teachers evaluate, assess, or teach, however in this case is how a teacher plays her role as an English language teacher. However, in the next

point of the framework, it is stated that "beliefs strongly influence perception, but they can be an unreliable guide to the nature of reality." It means that beliefs indeed are influential, but it cannot always lead the individual to do some actions. "Beliefs must be inferred, and this interference must take into account the congruence among individuals' beliefs statements, the intentionally to behave in a predisposed manner, and the behavior related to the belief in question."

Teachers' beliefs have a very big role in the teaching process. Phipps and Borg (2007 as cited in Borg & Al-Busaidi, 2012) stated that beliefs lead the teachers to construct their instructional choices (Bates, 2015; Brimi, 2009; Ghanizadeh & Jahedizadeh, 2016; Phan, 2014; Vetter et al., 2016; Yoon, 2009). The beliefs which were constructed differently from one teacher to another also influence how one teacher with the same educational background, for example, has totally different style in teaching. Wadel (2009 as cited in Borg & Al-Busaidi, 2012) supported the understanding of teachers' beliefs since it might help the teachers to develop or promote the changes in what the teachers do in the classroom. This study, then, follows the concept of teacher's beliefs from Borg (2006) as it is explained in this part, which also embraces most of his ideas about teacher beliefs. Given various statements on how teachers form their beliefs, Borg (2006) emphasizes that the beliefs are possible to change and obviously different from one teacher to another. In light of this discussion, this study attempts to discover a particular teacher's beliefs using a case study research design (see Chapter III).

2.1.1 The Nature of Teacher's Beliefs

To understand teachers is important for a better improvement of educational related. It also could help the teachers to practice their professional development. Borg (2006) emphasizes that conducting a research study about teachers' beliefs helped to discover certain situations happening in the classroom. Thus, in order to conduct a study about teachers' beliefs, it is fundamental to figure out the nature of teachers' beliefs. However, Barcelos (2000) believed that it was still hard to define

the sources of teachers' beliefs. On the other hand, some previous studies (Alexander, 2012; Allen, 2002; Borg, 2006; Borg & Al-Busaidi, 2012; Vetter et al., 2016) revealed that teachers' experiences, knowledge, classroom atmosphere, and their personal experiences including their background education gave equal contribution in forming teachers' beliefs. Additionally, Gilakjani and Sobouri (2017) related the study with various explanations concerning the nature of teachers' beliefs from their previous studies. They then concluded that beliefs are the first element people turn to when they do something.

As mentioned before, beliefs are the basic or the standard ideas for teachers to behave, make decisions, reflect, or do other activities as they are a teacher teaching in the classroom. Studies about teacher beliefs (Borg, 2006, 2013; Borg & Al-Busaidi, 2012; Vetter et al., 2016; Xu, 2012) expressed that teachers' beliefs are the result of teachers' self-construction since beliefs stem from their own direct experiences. Even though beliefs can change depending on the teaching situations (Debreli, 2012), beliefs are still important to be explored to be reflected on how they are appropriate to implement (Alexander, 2012). For that reason, teachers' personal experiences caused the differences of teachers' beliefs among teachers because they encounter different experiences. Hence, what forms beliefs are basically based on the past which came as something the people experienced before (Borg, 2003; Burns, 1992; Fang, 1996; Nespor, 1987; Pajares, 1992; Richardson, Anders, Tidwell, & Lloyd, 1991). The experiences people encountered before are most likely used as the reflection or the standards in the future. Richardson et al. (1991) stated that experiences including teachers' personal experiences in general and/or in teaching practices and teachers' experiences as a student are one of the factors influencing teachers' beliefs. Burns (1992) agreed that teachers' knowledge has a higher possibility in shaping teachers' beliefs rather than teachers' experiences do. He believed that the knowledge the teachers have is the basic aspect for them to shape their beliefs. On the other hand, Pajares (1992) discussed the similarity between teachers' knowledge and beliefs, which both become the foundation for teachers to practice their teaching.

However, many experts also suggested that experiences are not the only sources in creating the teachers' beliefs. Pajares (1992) pointed out how experiences give the biggest role in shaping teachers' beliefs. Even though experiences give such a role, they express that they somehow are not that powerful in term of creating teachers' beliefs, instead, teachers' background of education, the environment where teachers live, and teachers' own personality have their individual roles to influence teachers in creating their beliefs. They present the idea with the facts that experiences should be explained in more detail and cannot stand alone to describe as the aspect to create teachers' beliefs. As what Xu (2012) understood that teachers' beliefs can be inconsistent, in conflict, and even sometimes contradictory with the practices, teachers' beliefs have high possibility not to be fixed.

Other factors can also be included as teachers' experiences which have the influence for teachers to form or shape their beliefs, such as their educational background. Fang (1996) believes that teachers' experiences are also supported by teachers' educational background in shaping their beliefs. Teachers' education gives the teachers experiences so that they can learn from what they gained before to apply it in their future teaching practices. On the other hand, Wright (1997) considered that teachers' beliefs are not permanently fixed. Teachers' beliefs will constantly change based on where the current situation the teacher is. He highlighted that even though experiences guide the teachers to create their beliefs, the current situation still take the lead in shaping their beliefs.

Teachers' experiences are indeed one of the most influential factors for teachers in shaping their beliefs. It is believed that experiences are the basic context for teachers to figure out their beliefs. Barcelos (2000) uses Deweyan approach to conduct the study about teachers' beliefs and highlights that teachers' experiences shape the teachers' beliefs. Dewey's (1933, 1938) concepts about experiences guide the study to discuss about the topic which is about teachers' and students' beliefs. He explains that teaching and learning practices are continuous process of experiences. By the time the teachers gain their experiences, it will influence the future point of

view of the teachers. Finally, from several experts discussing about teachers' beliefs, it is shown that experiences are basically one of the most basic aspect which help teachers to create the beliefs. To emphasize, Borg (2003, 2006) agrees that teachers tend to have their experiences as the standards to do better action in practicing their teaching. He also believes that teachers' education, environment, or other aspects are part of teachers' experiences. From teachers' experiences, they know which are good and bad, and when people consider something is good or true, they tend to perceive the information as support aspect to be their beliefs (Khader, 2012). Thus, it is highlighted that experiences come first in influencing teachers create and develop their beliefs.

Teachers' beliefs about the roles of an English language teacher are influenced by many factors, such as curriculum used in current situation, teachers' cultural context or the culture the school adopts, and also teachers' knowledge, which include their personal experiences. When a teacher has their own beliefs about the roles she/he should play as a teacher, she/he will have certain method to implement the beliefs into the teaching practices. However, sometimes the institution limits or demands a teacher to do certain things which are not in line with her/his beliefs. In that case, the teacher should follow what has been decided by the institution, for example through the curriculum. Biesta, Priestly and Robinson (2015) state that curriculum is acknowledged to be one of the most important factors in shaping teachers' teaching methods. Thus, it is shown that teachers should teach the ways the curriculum decided for them in order to meet the objectives of the teaching practices according to the current used curriculum. The curriculum is said to be the most important guide for teachers in teaching the students (Lie, 2007; Mattarima & Hamdan, 2011; Yang & Gao, 2013; Zhang & Liu, 2014). It is revealed how mismatches happened between teachers' beliefs and teaching practices. It is also a proof that shows how teachers' beliefs are unfixed, which explains that teacher's beliefs are possible to change depending on the current situation. Therefore, even

though a teacher has beliefs about themselves, it is possible to act differently from the beliefs when the curriculum says so.

On the other hand, cultural aspects also give fundamental influences in teachers' teaching practices. Culture here is defined as "the customs, ideas, and social behavior of a particular group or people" based on Oxford advanced dictionary (2011). Meanwhile, Haiyan, Walker ad Xiaowei (2017) emphasized that culture is also a highly complex phenomenon with no single commonly agreed definition. They concluded that the culture which is discovered through the environment of the school is an efficient way for teachers to learn about the school condition including the students, as well as is important to value themselves as professional teachers. Enjoyable experiences the teachers go through, especially amongst colleagues, help them to have better performance as a teacher both in the school and in classroom. Nicely stated, the culture where the teachers are working as a professional teacher becomes one of the elements to help them construct their beliefs. Another influence to create or to shape teachers' beliefs about their roles as an English language teacher is their personal circumstances, such as motivation. According to Elliot (2008), motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as a person's direction to behavior or what causes a person to want to repeat a behavior and vice versa. Kirkpatrick (2007) once explained that the teachers' beliefs towards the way the teachers are teaching is possible to be shifted (changeable) and one of its reason is that the teaching's environments they are working on.

As has been explained before, teacher's beliefs are formed based on personal experiences which include teacher's education, knowledge, and other aspects. The beliefs the teachers have will attach to them to be a guide in performing the teaching practices; the decision-making, the method used in teaching, or other actions done by the teachers will be based on the beliefs they have. However, as teacher's beliefs can be fluctuating (Borg, 2006; Pajares, 1992), it is also possible for teachers to do some actions against their beliefs. One of its reasons is due to cultural influences.

Additionally, it is also known that even though certain people have a culture they bring, they still have to fit themselves into the culture where they are in currently. Therefore, once the teacher's beliefs are not appropriate to be implemented in her/his teaching practices because of culture differences, the teacher should know how to change the beliefs and make it fit to the culture where it is implemented.

In addition to the aspects which influence teacher's beliefs about their roles as an English language teacher, teachers' pedagogical competence also influences teacher's teaching practices. The more the teachers have the pedagogical competence, the more their teaching practices are getting better. Teachers acquire their pedagogical competence from their previous education. It is known that if teachers pursue their bachelor degree in teaching program, it is more likely that the teachers have better pedagogical competence (Depdiknas, 2008). However, Syahruddin et al. (2013) underline that pedagogical competence is not always being the most important aspect for a better quality of teaching performances. It is shown that the limitation of teachers' creativity done by the government is also disadvantage teachers to show their better teaching performances. The fact that the government asks for better quality is not followed by giving teachers facilitates to enhance their creativity, such as workshops, further studies, and group discussion. Therefore, there are still some issues that show various aspects to dissatisfy the educational quality.

Besides pedagogical competence, a teacher should have other competence to perform teaching practices and to meet good quality of education, which is known as professional competence (Rahman, 2014). A number of studies highlight the important role of teachers in improving the quality of education, such as educating and training on a regular basis, stimulating teachers' forums, or other activities to enhance teachers' qualities and quantities. Teachers' ways of teaching are basically the reflection of their knowledge. In this case, the teachers are helped from their pedagogical and professional competences to perform their teaching practices. Thus, teachers have their own ways in performing their teaching practices, depending on their knowledge which and beliefs.

2.1.2   The Relation between Teacher's Beliefs, Identity, and Cognition

To understand better the term 'teacher's beliefs', it is necessary to relate it to other similar terms used in the literature, namely 'identity' and 'cognition'. Teacher's beliefs, identity and cognition are elements perceived as teachers' thought processes that happen inside the teachers' heads and are unobservable (Fang, 1996). Borg (2006) stated that teacher's cognition can be said as teachers' thought, which then produces beliefs and identity. Teachers' cognition, as stated by Kagan (1990, 1992) is the first foundation come from how the teachers think. The excerpt below shows the idea of teachers' cognition from Kagan (1990).

> Teacher cognition is defined as pre- or inservice teachers' self-reflections; beliefs and knowledge about teaching, students, and content; and awareness of problem-solving strategies endemic to classroom teach (p. 419).

Additionally, teachers' beliefs will lead the teachers to do the action as a teacher, while teacher's identity gives a label or a name to the teacher. Borg (2006) explains that those three aspects of teachers are not fixed or stable. Those aspects have possibility to fluctuate time after time regarding the current situation of the teachers or even the smallest things happening to the teachers (Beauchamp & Thomas, 2011).

Beliefs, as previously explained, are the thought which lead the teachers' actions. It shows how important beliefs are for teacher since it is one of the factors to decide what to do as a teacher. Teacher identity is also as important as teacher's beliefs as those terms exist to help the teachers in their teaching practices. Teacher's identity helps teachers to realize their position (Borg, 2006), meanwhile, teachers' beliefs lead the teachers' action in general. Also, regarding the relation between teachers' beliefs and teachers' circumstances in teaching and learning process, Vetter et al. (2016) explain that teachers are likely to confront their identity when the teaching method they used did not meet the needs of the students or the objectives of the lesson. They also point out that

Teachers' identity is enacted within a social and cultural interaction, in this case the school. Teachers' identity, as a product and a process, is formed due to influences of a variety of contexts faced by the teacher, and at the same time represent the interactions of the elements of these contexts (Vetter et al., 2016). Teachers' identity can be identified as self-understanding which means that the teachers would likely to have a basic thought which then shape themselves as certain kind of person. Similar to teachers' beliefs, teachers' identity can shift and be shaped by socio-cultural contexts (Holland et al., 1998 as cited in Vetter et al., 2016). They both are the product of a process. Thus, teacher's beliefs, identity, and cognition are shaped through the teacher's experiences.

2.1.3 How Teacher's Beliefs Inform Teaching Practices

Teachers' beliefs and practices are interrelated which means that they influence one another. Teachers' beliefs have a tendency to give big impact on how teachers perform her practices (Borg, 2003, 2006; Pajares, 1992; Phipps & Borg, 2009). Regarding teachers' beliefs about teachers' roles, teachers' beliefs are supposed to be used to deal with teachers' behavior in practicing their teaching practices (Breen, Hird, Milton, Oliver, Thwaite, 2001; Mak, 2011; Mansour, 2013; Vetter et al., 2016). However, Basturkmen (2012) believes that the relation between teachers' beliefs and practices are compound to be defined. Belief is seen as a foundation that serves teaching and learning practices (Borg, 2006). Bruns and Mogharreban (2007) and Vetter et al. (2016) explained that the existence of teaching and learning practices is caused by the existence of beliefs of the teachers. Brickhouse (1990) insisted how culture and social conditions influence teachers to create or to shape their beliefs, such as where teachers teach would affect them regarding their beliefs.

Concerning how beliefs are influenced by teachers' cultural and social interactions, Borg (2006) maintained that beliefs are reflected through real life

performances, or practices. Beliefs and practices are closely interrelated; as how Pajares (1992) explained, how teachers behave in the classroom (practices) is influenced by their beliefs. Borg and Al-Busaidi (2012) also added that beliefs are the foundation for teachers to do, act and behave in the classroom, and at school. Thus, it shows how teachers' practices in the classrooms have the relation with their personal beliefs (Lopes & Santos, 2013) which are, then, lead the teachers to take an action.

Teachers may have unconsciously changed their beliefs about what to do in the classrooms when they face certain different circumstances. Borg and Phipps (2009) illustrated how beliefs and practices are connected one to another by conducting a study about teachers' beliefs and practices, focusing on the teaching of grammar, and concluded that the two elements are inextricably intertwined. They explained that the teachers used different methods and goals in teaching grammar, but managed to wrap up the class successfully based on the teachers' expectation. The driving force of the teachers having different goals and methods in teaching grammar is because they have different point of view on the best way in teaching.

The experiences and the knowledge of those teachers help them to construct the thought of how to teach in the class—known as teachers' beliefs. Aliakbari and Heidarzadi (2015) also believed that how teachers perform her teaching which is based on their beliefs is possible to give contributions to students' achievement. However, those two elements, beliefs and practices, are not always aligned (Borg and Phipps, 2009; Chan, 2016; Othman & Kiely, 2016). The strong beliefs told by the teachers were hardly seen in their teaching practice. They suggested that the main reason to lead the contrary between teachers' beliefs and practices is the reality about students' expectation and the real situation happening in the class.

Furthermore, there are different types of factors influencing teaching practices that have high possibility to influence teachers' beliefs. Borg and Phipps (2009) also discussed the factors influencing teachers' teaching practices. They explain that there might be a possibility that people think the most important aspect for teachers to perform their teaching practices is their lesson plan. However, teachers would decide

what to write in their lesson plan based on their beliefs. That explains that teachers' performances in the classroom (teachers' practices) are lead by their beliefs. On the other hand, teachers' practices are also possible to be exactly the opposite of teachers' beliefs. It is because the nature of beliefs is not fixed and that they can shift. As previously mentioned, beliefs can change depending on the current situation the teachers encounter (Borg, 2003).

Additionally, it seems that beliefs which exerted most influence on teachers' works are ones firmly grounded in experience. For example, students' negative responses to written work or their more enthusiastic participation in whole-class spoken work were cited by teachers as experiences which had an influential effect on their current written teaching practices. Conversely, while they may have encountered theoretical support for notions such as discovery grammar learning, a belief in such ideas had not been firmly established through positive first-hand experience of their effectiveness. They thus remained unimplemented principles. It can be inferred here that a characteristic of core beliefs is that they are experientially embedded, while minor beliefs, though theoretically embraced, will not be held with the same level of conviction. Where core and minor beliefs can be implemented harmoniously, teachers' practices will be characterized by fewer tensions; however, when the actions implied by core and minor beliefs are at odds (as in the grammar teaching practices of the teachers exemplified above), minor beliefs will not necessarily be reflected in practice.

2.2 Teacher's Roles

This subsection elaborates the connection between teacher's beliefs and teacher's roles as well as the categorization of teacher's roles.

2.2.1 Beliefs about The Roles as an English Language Teacher

The conception of teachers' beliefs about the roles as an English language teacher cannot be defined specifically. Armin (2017) supposes that teachers should

have the ability to play more than one role to provide the opportunity for the students to try other modes and the enjoyment of learning process. Additionally, Burns (1992) categorizes teachers' roles as one of the approaches to understanding language teaching practices. Meanwhile, Yoon (2008) believes that teachers' roles can be the most influential factor for students' growth since teachers have the privilege to rule the classrooms or to decide what happen during the lesson. Some scholars define the two terms separately, such as beliefs alone as the basic act and teachers' roles alone as the role the teachers should play in the classroom or in the school generally.

Beliefs, as has been explained in the previous sections, are the foundation for people to do or respond to the situation they are given. Khader (2012) considers beliefs as the most valuable aspect for teachers. Yoon (2008) emphasized that teachers' beliefs influence teachers to position themselves as a teacher. The teachers would decide what roles to play in a classroom based on the beliefs they had. Similarly, Bullock (2011) argues that teachers' beliefs also determine the students' behavior, such as how the students are influenced by their teachers in term of learning or other aspects.

Regarding how teachers shape or form their beliefs, other factors can be caused by the teacher themselves. Xu (2012) discusses two aspects regarding beliefs of teachers to enhance their overall quality: self-efficacy and teachers' emotion. Teachers' beliefs about themselves in the aspect of self-efficacy led to four major processes which then support the teachers in using their beliefs to perform the teaching practices: cognitive, motivational, affective, and selection processes. Teachers with their self-efficacy belief mean that the teachers have a tendency to have high expectation towards their learners. Self-efficacy beliefs tend to lead the teachers to enjoy challenging situation. For example, when they have to teach the students who have low motivation in learning, ordinary teachers will likely to avoid the class, but teachers with self-efficacy beliefs will respond the opposite. The teachers' behaviors in performing their teaching practices are determined by their self-efficacy beliefs. The high expectation of teachers in the objectives of the classes

tends to lead them to have limitless idea of teaching methods and other aspect regarding their responsible for learners' development.

On the other hand, teachers' emotions are likely to control the situation of teachers' teaching practices. Xu (2012) also discusses that teachers' emotion is another one of two aspects which is included in teachers' beliefs about themselves. Thus, teachers who understand that they are responsible for the entire class' situation, they are more likely to preserve their emotion as friendly as possible. Regarding the teachers' roles that try to understand their students about an aspect other than their education, Brimi (2009) foregrounded the importance of the teachers' roles, especially in relation to moral education. Here, he emphasized that teachers should consider developing their role as moral guides because the students' moral development is in itself part of education.

This study focuses on one particular teacher's beliefs about her roles as an English language teacher. To further understand teachers' beliefs about their roles in relation to English language teaching, it is beneficial to understand the various categorizations of teachers' roles as well as their viewpoints regarding the English language.

2.2.2 The Categorization of Teacher's Roles

This part discusses more specifically about the categorization of teachers' roles based on the literature and a number of previous studies. Since the present study is grounded in the Indonesian context, it is important to understand how teachers' roles are seen from the perspectives of Indonesian scholars. One of the most notable Indonesian scholars in education is Ki Hajar Dewantara.

2.2.2.1 Ki Hajar Dewantara's Categorization

Ki Hajar Dewantara is one of the most well-known figures in Indonesia's education arena. He laid a foundation for Indonesian teachers in the form of a slogan: *"Ing ngarso sung tulodho, ing madyo mangun karso, tut wuri handayani"* as

mentioned in Wiryopranoto et al. (2017, p.171). The slogan consists of three phrases. The first one, *"Ing ngarso sung tulodho"* means when a teacher is in front, she/he is an example (for the students). This phrase elaborates one of the teachers' roles which said a teacher as a role model or an example for the students. This phrase is also related to a well-known saying about teacher in Indonesia, which is the abbreviation from *guru –digugu dan ditiru. Guru* is an Indonesian word of teacher. In this context, almost every Indonesian person believes that a teacher is meant to be honored and to be seen as a role model.

The second phrase, which is *"ing madyo mangun karso",* literally means that a teacher is a balance in the middle. This also explains one of the important roles for a teacher, which is to have a balance for the students. A balance here could mean as someone who always gives support for the students in the middle of being a teacher. This phrase points to a role which should be played by a teacher: the students' supporter. The last phrase, which is also used as one of the components of the Indonesian Ministry of Education's logo: *tut wuri handayani.* This third phrase has a similar meaning to the previous one. However, this phrase focuses on the moral support. Thus, it presents another teacher's role as a moral guide.

2.2.2.2 Richards and Lockhart's Categorization

Drawing on insights from Western scholars, this subsection elaborates Richards and Lockhart's (2007) categorization of teachers' roles pertaining to English language teaching. Yet, they pointed out that teachers' roles are not easily decided, as there are many reasons behind the teachers' decision in determining their roles. Teachers are thus likely to come up with different ideas regarding their roles as a teacher.

As English language teachers, they are expected to pay more attention regarding their roles in engaging students to be more interested in the teaching and learning activities. They spend a considerable amount of time planning their lessons, monitoring their teaching, and managing students' learning and behavior to ensure

that their goals are accomplished. Others see their role more as a facilitator, and believe that the best kind of lesson is one that arises out of the dynamics of the teaching-learning situation.

Different teaching settings (i.e., secondary schools, universities, private language schools) create particular roles for teachers based on the institutional administrative structure, the culture operating in each institution, and its teaching philosophy. In some institutions, the roles of the teacher have been considerably expanded which are elaborated in the table 2.2.

Table 2.2
Teacher's Roles (Richards & Lockhart, 2007, p. 99)

Needs analyst	The teacher determines students' individual needs following institutional procedures and uses the information obtained for course planning and development.
Curriculum developer	The teacher develops his or her own course plans and syllabuses based on student needs.
Materials developer	The teacher develops his or her own classroom materials, using published textbooks only if he or she chooses to do so.
Counselor	The teacher is encouraged to identify students who are having problems and learning difficulties, and to offer individual counsel to students who need it.
Mentor	The teacher assists less experienced teachers with their professional development.
Team member	Teachers are encouraged to work together as a team rather than to teach in isolation from other teachers in the school, and to take part in

	cooperative activities such as team teaching.
Researcher	The teacher is encouraged to conduct research related to language learning and teaching, including research in his or her own classroom.
Professional	The teacher is expected to continue with professional development by taking part in workshops and conferences, reading professional journals in the field, and joining professional organizations.

Additionally, Richards and Lockhart (2007) also discussed how these roles are decided: (1) Roles reflecting a teaching approach or method. The role of a teacher in the context of classroom teaching and learning may also be influenced by the approach or methodology used by the teachers. While not all teachers see themselves as trying to implement a particular approach or methodology (i.e., Communicative Language Teaching, a Process Writing Approach, a Whole Language Approach), many teachers do describe their teaching in these terms and may have been trained to work within a specific methodology; and (2) Roles reflecting a personal view of teaching. On the other hand, many teachers may have been taught to use a specific method or asked to teach within a framework or philosophy established by their institution, the way they teach is often a personal interpretation of what they think works best in a given situation.

Regarding those factors above, Richards and Lockhart (2007) then specified some teacher's roles as follows.

Table 2.3
Teacher's Roles (Richards and Lockhart, 2007, p.105)

Planner	The teacher sees planning and structuring of learning activities as fundamental to success in teaching and learning.
Manager	The teacher's role is to organize and manage the classroom environment and student behavior in a way that will maximize learning.
Quality controller	A central task for the teacher is to maintain the quality of language use in the classroom. Correct language use should be reinforced and incorrect use discouraged.

Group organizer	The teacher's role is to develop an environment in which students work cooperatively on group tasks.
Facilitator	The teacher's role is to help students discover their own ways of learning and to work independently.
Motivator	The teacher seeks to improve students' confidence and interest in learning and to build a classroom climate that will motivate students.
Empower teacher	The teacher tries to take as little control or direction over the lesson as possible and lets the students make decisions about what they want to learn and how they want to learn it.
Team member	The teacher and all the students in the class constitute a team and should interact like members of a team.

In some interactions, roles are relatively fixed (e.g., doctor-patient or teacher-student) whereas in others, roles are temporary and open to negotiation. For example, within an office, a group of colleagues may have hierarchical roles (i.e., senior accountant, junior accountant, assistant accountant), whereas in a social situation outside the office context the same colleagues may interact on equal terms. While it might be assumed that the role of the teacher is primarily an occupational role, predetermined by the nature of schools and of teaching, teachers interpret their roles in different ways depending on the kinds of schools in which they work, the teaching methods they employ, their individual personalities, and their cultural backgrounds.

2.2.2.3 Categorization based on Previous Studies

In addition to teachers' roles, it is known that teachers are the prime component in the educational system. Teachers' roles are constantly changing as the development in teaching and learning strategies. However, many teachers are still lacking in understanding their roles as a classroom teacher as well as regarding the students' needs, which can then affect their development as students (Yoon, 2008). Therefore, the study about teachers' roles can be one of the sources for teachers, or

those who are related to teachers, to learn more about the importance of understanding their roles as a teacher. Several studies have come up with some roles related to English language teachers, taking into account various factors, among which are teachers' beliefs. The table 2.4 explains some of the roles mentioned by a number of previous studies (Armin, 2017; Bourke et al., 2013; Brimi, 2009; Finley, 2000; Phan, 2014; Richardson, Anders, Tidwell, & Lloyd, 1991; Shabir, 2015; Vetter et al., 2016; Yoon, 2008; Zhu, 2010).

As explained previously, teachers are considered as the most important component in the educational improvement (Zhu, 2010). As the leading figure, teachers are expected to guide students in the teaching and learning process. According to Finley (2000), the role of the teachers in the classroom will determine how the teacher acts in teaching and learning process. Bates (2015) believed that teachers are responsible for students' development, including their academic and other skills. In this case, teachers will follow what the students need and respond to it the way they believed as the appropriate ways of implementing teaching and learning process. Similarly, Domović, Vlasta and Bouillet (2017) find out that most of teachers care about their students that they always pay more attention on the students' needs even though the practices do not always give the same result, which is sometimes different from teachers' expectation. Zhu (2010) added that teachers' roles are influenced by many factors, such as the classroom and the students' needs, the mental states of both the teachers and the students, and also the behaviors that the teachers show in the classroom.

Table 2.4
Teacher's Roles based on previous studies

A responsive teacher	A responsive teacher is a teacher who is skillful in dealing with unexpected circumstances, good at handling the students and any situation and condition happened in the classroom
A teacher of Children	An affectionate teacher is needed for the students to be able to reach them first and ease the teaching process. This teacher is also clearly seen as an approachable teacher who is

	willing to help the students to move forward, moreover in academic achievement.
Teacher as a Supporter	A teacher who focuses on students' development by supporting what they want to do as long as it is in the right direction.
A Reflexive Teacher	This teacher is a teacher who works hard to teach the students as much as the students' willing to study. This type of teacher has big responsibility towards the students' English knowledge development regarding the linguistic aspects since she/he thinks that the main job of an English teacher is to teach English.
A Subject Teacher	A teacher who focuses on language features as she/he is an English language teacher. She/he thinks that students' diverse needs are not her/his responsibility as an English language teacher.
Teacher as a Facilitator	This teachers' role explains how the existence of teachers is to help the students achieving their learning objectives. By that fact, a teacher should be the facilitator for the students as she/he leads and guide their students to meet their needs.

In performing teachers' duties, they are responsible for the students and parents as well as the nation and religion. In carrying out their task, they also have the right to have salary, promotion, opportunities to improve their competence, as well as have an obligation to plan good instruction, and developing qualification and competence sustainably. Shabir (2015) stated that teachers as professional educators are in charge in educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. The teachers who perform their duties as demanded are called professional, which is, having some expertise and the required competences (i.e., competences related to pedagogy, and personality as well as social and professional aspects). A teacher should be aware of the classroom situation. It means that she/he can adopt a variety of roles within the classroom to facilitate learning. The way English is learned and taught is constantly changing, depending on

how teachers react to the issue (Harmer, 2007a). Learning and teaching English is no longer simply about following the determined method proposed by educational experts. Rather, it is the role of the teacher in the classroom that defines how the teacher teaches the students and how she/he reacts to everything the students do (Brown, 2001).

On the other hand, policy makers and many researchers in the education area point out how teacher's roles are constantly changing (Finley, 2000). This shows that both teacher's beliefs and roles are not permanent or are changeable depending on the situation. Finley states that teachers' roles are constantly changing because factors influencing them are also changing. In the educational arena, the curriculum, instruction, assessment, teacher education, and other educational aspects are continuously changing according to the current needs, which involve a number of groups such as curriculum developers, teachers, students, and stakeholders. In the teachers' case, it is difficult to keep the track of the way they teach and to which they should listen and follow as a teacher. It cannot be avoided that whatever the teachers do in the classroom is influenced by the above-mentioned factors, which in turn also influence the teacher's beliefs. Knapp (1997 as cited in Finley, 2000) stated that those phenomena could affect the way the teachers respond to the situation happening in the classroom.

Teachers are supposed to be learners who continually construct and understand their own beliefs of teaching and learning and also should be active in generating the knowledge of teaching. Finley (2000) highlighted that the current focus on education is improving students' ways of learning. Meanwhile, Hamied (2012) highlights that English language teachers, in Indonesia especially, realize that they belong to a global community. Since English is known as a lingua franca, the teachers must have the awareness of global situation, such as cultural awareness. Therefore, the important point of teacher's roles here is to focus more on the students especially in their learning process. As professional teachers, they should be able to help the students improve by doing the best they believed as the appropriate

approach. To conclude, teachers as professionals would understand how to teach or what role they have as a teacher in the classroom.

Additionally, it is also better for the teachers to lessen the attention towards students' English development that other factors are forgotten. Fu (1995) as cited in Yoon (2008) explained how mostly teachers focus too much on students' English development regarding the linguistic aspect. It then leads those teachers to ignore other students' needs, such as cultural and social awareness, which are also as important as linguistic aspect. This case shows that teachers' beliefs about students' needs can be one of the factors for the teachers to shape their beliefs. As Yoon (2008) pointed out, teachers' implementation of their teaching practices is based on how they position themselves as a teacher in the classroom.

The discussion above about teacher's roles proves that a teacher has the possibility to play different roles based on the teacher's beliefs. A teacher can label herself/himself as a facilitator, motivator, and other roles as explained before. Regarding these categorization of teacher's roles, they are used as they have the similarity discussion with this present study which is teacher's beliefs about her roles as an English language teacher.

2.3 English Teaching Practices in Indonesian School

This section elaborates how English language is taught in Indonesian schools. This discussion is related to how teachers' beliefs about the roles as an English language teacher inform their teaching practices.

2.3.1 English as a Foreign Language in Indonesia

In Indonesia, the national language which is used even before its independence day is *Bahasa Indonesia*. As a very big country, Indonesia has several languages for its people to communicate with one another, which are regional

languages; yet, in formal occasions the Indonesian language is still the language of preference (Lie, 2007). However, through colonialization the English language became a foreign language introduced and taught in Indonesian schools. As an International language, English (Dewi, 2012; Lee, 2009; Seidlhofer, 2005; Wijirahayu, 2015) is widely used by people in the world, whether native or non-native speakers of English. Hamied (2012) explains that, as a lingua franca, English is important to carry out various activities, such as to communicate with other members of different cultures, to trade or do business. Thus, English plays a very important role for international communication.

Since the very first curriculum applied in Indonesian education curriculum, English has already been taught as its foreign language in the schools (Lie, 2007). Indonesian students started learning English in formal education since primary level. However, nowadays, as English becomes increasingly important, there are many informal academies which provide Indonesian people to learn English outside the school. Additionally, Dewi (2012) stated that through learning English, the learners also learn western values. However, the status of English in Indonesia is as a foreign language (Lauder, 2008; Lie, 2007), and it has been considered an important subject to teach at school (Mattarima & Hamdan, 2011).

The origin of English's function is a means of communication, which has been widely used by many people around the world. As a language of communication, the rapid spread of English has been both appealing and controversial, arising debates about the status of English itself in its varieties, or widely known as World Englishes (Kachru, 1985). Lillis and Curry (2015) argued that the use of English itself varies depending on the situations. English, as it is used widely by many people around the world, has extended its function from its origin used by native English speakers (Kilickaya, 2009). This phenomenon could also influence the teachers of English language's decision of how to teach English to the learners.

The debate about world Englishes continues in the education area. Quirk (1990) stated that English language teachers should focus on native norms and native like performance and stress the need to uphold one common standard in the use of English. He emphasized that the origin of English should be preserved so that it will not fade along the use of the language which has spread widely and freely used by not only inner circles but also other circles. On the other hand, Kachru (1985) claimed Quirk's idea about the use of English, which should be exactly native-like, is irrelevant with some countries where English is not its native language. Kachru adds that English language can be used differently from its original (native-like) that English is now more known as a lingua franca. Therefore, people from different areas can use English differently based on their needs and are free to claim ownership of the language.

In addition to teachers' beliefs about their role as an English language teacher, understanding how teachers view English is important to discuss, as this relates to their beliefs. As teachers of English, they would have their own opinions regarding English as a subject taught in Indonesian schools. Thus, understanding what English is exactly serves as basic knowledge for teachers who teach English in the schools.

2.3.2 English in Indonesian Schools

English as a means of communication (Dewi, 2012) is also taught at schools. However, every country that includes English as one of the subjects taught in school has its own policy with regard to the role of English. In the Indonesian context, for example, English is taught as a foreign language and is aimed for the students to be able to communicate with native speakers of English (Mattarima & Hamdan, 2011; Kirkpatrick, 2007; Lie, 2007). Dewi (2012) also suggests that focusing on teaching communication in teaching English will cover both the language itself as well as its socio-cultural context. However, Mattarima and Hamdan (2011) stated that there are still many students who are not able to communicate in English even though they have been learning English for some years. One of what the students needs to learn

English are motivation (Sadirman, 2000). Kirkpatrick (2007) stated that in Indonesia, the students' motivation in learning English is quite low and there were limited trained teachers who teach English. However, English teachers' trainings have been held by the Indonesian Ministry of Education since 1953 to meet the growing demand for English teachers in Indonesia (Lie, 2007).

English as one of the language subjects taught in schools is required by the Indonesian education curriculum. It stated that the curriculum entrusted the whole teaching and learning process of English lessons to the teachers (Lie, 2007). However, Lie (2007) added that many of those English teachers were still lacking knowledge in English. Meanwhile, English curriculum in school is about the functional, transactional, and interactional perspectives of the target language (Mattarima & Hamdan, 2011). The curriculum focused on how students know about the language. However, the curriculum then changed for students to be able to use English in their daily interaction.

Dewi (2012) elaborated that the most English language teachers in Indonesia aim to teach English for communicative purposes, regardless their beliefs to preserve the national language. Lie (2007) then suggested not to solely focusing on the curriculum when teaching English because to determine the success of teaching English, curriculum is not the only determinant factor. To determine whether the English lesson's objectives are accomplished or not, the teachers' teaching practices also need to be considered, as they are likely to give some influences to the success of reaching the objectives. Equally, thus, to achieve success in teaching the language, both the curriculum and the teachers' teaching practices have a very important role to play.

2.3.3 English Teaching Methods

English has become one of the main subjects which are supposed to be taught in Indonesian school from primary to secondary school. Mattarima and Hamdan (2011) stated that English is the first foreign language in Indonesia, and the teaching of English has become increasingly important (Dwinalida, 2016) as a foreign

language in Indonesia. It is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools (Lauder, 2008 as cited in Mattarima & Hamdan, 2011). To teach English language in school, the teacher should be aware of the learners' cultural diversities since teaching English also involves the teaching o culture (Alsagoff & McKay, 2012). It seems the development of English language teaching in Indonesia meets the recent English curriculum objectives. However, Zoch (2015) argued that curriculum which demands the teachers to teach English in certain sometimes destroy the teachers' beliefs about the teaching and learning practices. Briggs, Dearden, and Macaro (2018) supported that teaching English is particularly difficult for everyone. The teachers may have actually some strategies in mind based on their beliefs, but unfortunately, the curriculum forces them to teach the way it is stated.

In addition to how the curriculum was developed, Zoch (2015) stated that educational policies are influenced by how teachers' pedagogical approaches are applied in the teaching and learning process. Back in 2006, the Indonesian education curriculum was developed in line with the school-based curriculum, which focused on the students' understanding towards the subject. Depdiknas RI (2006) stated that the teachers should divide the basic competences in each grade and formulated the teaching and learning objectives in several meetings. In 2013, the Indonesian education curriculum developed to be Curriculum 2013, which proposed the students-centered model of teaching and learning process (Permendikbud, 2013). Different from typical schools' objectives that determine students' ability by measuring how well the students do in the examination (Zoch, 2015), Indonesian newest curriculum, that is, Curriculum 2013, which has been revised, demands teachers to not only focus on students' knowledge but also the students' characteristics and behavior (Irmawati, 2017). Therefore, the teaching practice of English language teachers is determined by many factors; one of them is the curriculum being adopted.

However, Jordan (2007 as cited in Braun, 2011) elaborated that education was supposed to be open for everyone without any exception. Case in fact, there are still a

few teachers who favor their instructional plans on fairly standardized group of students and tend to dissociate from the students they think are hard to teach. Yet, in Indonesia for example, the students in a class come from different areas and whose ability are all different from one another. Thus, it is important for the teachers to deliver appropriate education which is equal among the students. Zoch (2015) emphasized that teachers need to make students' learning become their priority as a professional teacher.

On the other hand, the primary reason for Indonesians learning English is assumed to have been so that they can communicate with native speakers, or can read texts written by native speakers. However, these premises are based on false assumptions. This is particularly the case in South East Asia. The primary role that English plays is as a lingua franca: It is the language of communication between Asians themselves. It is also the de facto language of business throughout Asia. Kirkpatrick (2007) argues that it is quite fair to say that English teaching in Indonesian government schools and colleges has been characterized by failure over the past few decades. Despite all the research into developing varieties of English in the region, English is still presented either as a communicative tool for use with native speakers of English, or as a tool for gaining access to Western technology and skills. The models that are introduced to the students have therefore been native speaker models under the assumption that these are the best and most useful models for these students to learn.

Additionally, before being a teacher, she/he has been through of being learners; hence some of them will realize how to teach not only based on their point of view but also from students' point of view. The good language teacher deals with how good teacher performances for teaching and learning activity. It covers not only the performance in the classroom but also how they manage their practices related to teaching and learning activities.

Brown (2001) stated that managing the classroom deals with how everything happens in the classroom management. There are some variables which influence in

managing the classroom; teachers, classroom condition, adverse or unexpected circumstances and changes of pedagogy and technology. Great teachers (Devine, Fahie, & McGillicuddy, 2013; Sawyyer, 2011) are those who are able to improvise their skills and ability in any required condition. Liljedahl (2016) in her study about teachers' roles in answering students' question discussed that teachers should answer every question given by the students. However, Sumpter and Hedefalk (2018) stated that there are some questions given by the students that the teachers should not answer. It was caused by the aftereffect of giving answer to the students directly which is possible to make the students more dependable towards the teachers. Thus, the teachers should try to lead their students to find their own answer instead of giving the answer directly.

2.5 Previous Studies

This section provides a glimpse of the related studies concerning teachers' beliefs about the roles of an English language teacher. The previous studies are presented to help locate the current study within the existing literature and to provide better insights into the topic being explored.

Pajares (1992) conducted a study about teachers' beliefs and explains that teachers are important component for the success of teaching and learning practices. It is emphasized that the teachers maintain the relationship with the learners to create comfortable environment in the classroom. Other scholars (Abdi & Asadi, 2015; Gilakjani & Sabouri, 2017; Rahman, 2014; Syahruddin, 2013; Wijirahayu; 2015; Xu, 2012) also agreed that teachers hold the most influential aspects of students' successes in school. It is shown how teachers' roles in the classroom, or in school generally, bring great influences in teaching and learning practices. Wijirahayu (2015) points out that teacher's beliefs lead teachers to have a structured action or behavior in the classroom (Armin 2017). Thus, teachers' roles cannot be separated from teachers' beliefs as teachers' beliefs shape teachers' action and affect the roles they play in the classroom.

Nonetheless, Yoon (2008) pointed out that many teachers lack the understanding about their roles, and this can in fact be disadvantageous for the students. He indicated that teachers' sole focus on students' needs about English knowledge tend to make them disregard other aspects of students' needs, such as cultural and social awareness. Brimi (2009) emphasized one of the reasons why most of the students could not meet their needs is because the teachers mostly do not understand or do not think thoroughly about their roles as a teacher. Vetter et al. (2016) added that being able to overcome unexpected circumstances is one capacity that every teacher should understand. Meanwhile, Finley (2000) stated that teachers are supposed to be the learners who continually construct and understand their own beliefs of teaching and learning and also should be active in generating the knowledge of teaching. The important point of teachers' role here is to focus more on the students' learning process. As professional teachers, they should be able to put themselves to help the students improve by doing the best they believed as the appropriate approach.

According to Finley (2000), the role of the teachers' in the classroom will determine how the teacher acts in the teaching and learning process. In this case, teachers will follow what the students' needs and respond to it the way they believed as the appropriate ways of implementing teaching and learning process. Additionally, Armin (2017) believes that teacher's beliefs about their roles as an English language also determine the teacher's performances which are crucial in teaching and learning process. Zhu (2010) added that teachers' role is influenced by many factors, such as the classroom and the students' needs, the psychology of both the teachers and the students and also the behaviors that the teachers show in the classroom.

As regards to the relationship between teachers' beliefs and practices, Khader (2012) conducted a study on teachers of social study. He investigated the factors which affect teachers' teaching practices and saw whether teachers' beliefs have an important role in influencing the classroom condition. It was revealed that those teachers' beliefs were not completely related to the teachers' teaching practices. He

indicated that the beliefs the teachers had were not always implemented in their practices. The teachers in the study claimed that their beliefs sometimes could not be applied in their teaching practices because of the different circumstances in which they were in. However, in the study, he also discovered that teachers' beliefs brought big influences in the teaching practices. This shows that teachers' beliefs might not always be evident in the practices but they still influence the teaching practices (Ernest, 1998).

In addition to teacher's beliefs, Xu (2012) explains that teachers' teaching practices are based on teacher's beliefs, which include forming teaching methods, strategies or other aspects related to teaching practices (Armin, 2017; Domović, Vlasta & Bouillet, 2017). Even though teacher's beliefs can fluctuate (Borg, 2006; Pajares, 1992), having or acquiring teacher's beliefs are important in the first place since it is used as a helpful guide for teachers in making important decisions. Additionally, Domović, Vlasta and Bouillet (2017) argue that the way the teachers shape their beliefs needs to be taken into consideration as an important aspect since it has big effect for their development as a teacher. Xu (2012) also elaborates how having teacher's beliefs for teachers are helping them and other school's stake holders to create the expected learners' learning environment. Additionally, teacher's beliefs are the result of teachers' self-construction since these beliefs come from their own direct experiences. These differences in experience, in turn, contribute to shaping different beliefs within individual teachers. Gilakjani and Sabouri (2017) further pointed out that teacher's beliefs are formed based on teachers' educational experiences, which might be affected by teachers' training courses, learning experiences, professional development, teaching experiences, and teaching practices.

Ghanizadeh and Jahedizadeh (2016), on the other hand, emphasized the importance of understanding teachers' roles to comprehend good teaching style and meet the students' needs. They also believe that teachers' creativity would be the biggest help for them to develop their roles as a teacher in order to create better teaching style. In a similar vein, Khader (2012) and Armin (2017) maintained that

beliefs play crucial roles for individuals to make decisions. Similarly, Xu (2012) also stated that teacher's beliefs are important for teachers in order to help them understand more about the whole component of being a teacher, including teachers' roles, and to help improve educational practices.

2.6 Concluding Remarks

This chapter has discussed this study's review of literatures, including the framework used to analyze the data as well as the previous studies that discussed the similar topics. This study uses two main frameworks regarding teachers' beliefs and teachers' roles, which are (1) Borg (2006) who elaborates the insights of teachers' beliefs and which related to language teaching; and (2) about teachers' roles from Richards and Lockhart (2007). The framework from Pajares (1992) about teacher's beliefs is used to figure out the participant's beliefs to answer the first research question. The categorization of teachers' roles from Richards and Lockhart are associated with teachers' beliefs and are explained wider roles of a teacher, especially for language teachers. Additionally, this study also use other scholars' insights who provide the discussion about these topics, such as Pajares (1992) and Ford (1994) regarding teachers' beliefs; Brown (2001) and Harmer (2007) concerning teachers' roles. The previous studies of this current study are those which have related issues and are also used for another framework in doing data analysis.

Further, it also elaborates how this current study is important to be conducted considering the crucial issue concerning teacher's beliefs about teacher's roles as an English language teacher.