

Implications of Pre-Beliefs on Shaping Bahraini Student Teachers' Knowledge about Teaching English in the Kingdom of Bahrain: "How old beliefs impede professional progress"

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Abstract: This research paper is the product of a research grant project (49/2012) that was approved and supported by the Deanship of Scientific Research at the University of Bahrain. The study investigates how English language teacher trainees' pre-perceptions of their identities, teaching methods and professional practices shift after joining their in-service teacher education programme at the BTC. Structured interviews, analysis of teacher trainees' lesson plans, reflections and their school visit reports were done. Findings reveal that although teachers showed earlier resistance to change their epistemological beliefs, professional identity or professional practices, they became more keen to improve their practices and adopt suggestions by the end of their programme. This paper ends with an alternative design of the current in-service Post Graduate Diploma in Education (PGDE) programme offered at the BTC, so that the focus is on bringing about a cognitive change.

Keywords: Teaching English, Professional progress, Lesson plans, Reflections, School visits reports, Epistemological beliefs, Professional Identities, Cognitive Change.

1. Introduction

Many researchers (e.g. Goodman, 1984; Gutierrez Almarza, 1996; Johnson, 1996; Kamhi-Stein, & Galvan, 1997) have focused on the study of how the interaction of teachers' backgrounds and teacher education programmes foster teachers' knowledge and learning about teaching.

These researchers have implied that recognizing the teachers' previous educational experience is important for creating implicit teaching models. Other researchers like Knezevic & Scholl (1996) and Richards et.al (1996) suggest that teacher education programmes should provide student teachers with supportive environment for revealing, examining, and fine-tuning their views about teaching.

That is, these researchers assume that assisting student teachers review their teaching practices is essential to instruct them in the process of reflection, which they consider a critical tool for their training.

However, because teaching is a complex profession, it is expected that teacher education programmes can tackle all its complexities within the duration of the training programme.

Consequently, teachers' ability to reflect on their teaching experiences is considered an optimal means for them to continue to look into, and ultimately improve, their own practices after their participation in teacher education programmes ends (Schon, 1987; Shulman, 1989). This is believed to help the teachers shift in their beliefs and contextualise themselves to what is expected from them to achieve inside the classroom.

According to Gupta & Saravanan (1995), teachers' educational beliefs filter their instructional curricular decisions and actions. Fullan (1993) asserts that teacher beliefs can have a powerful effect on teacher's classroom practices. This is clearly illustrated in the following figure provided by him:

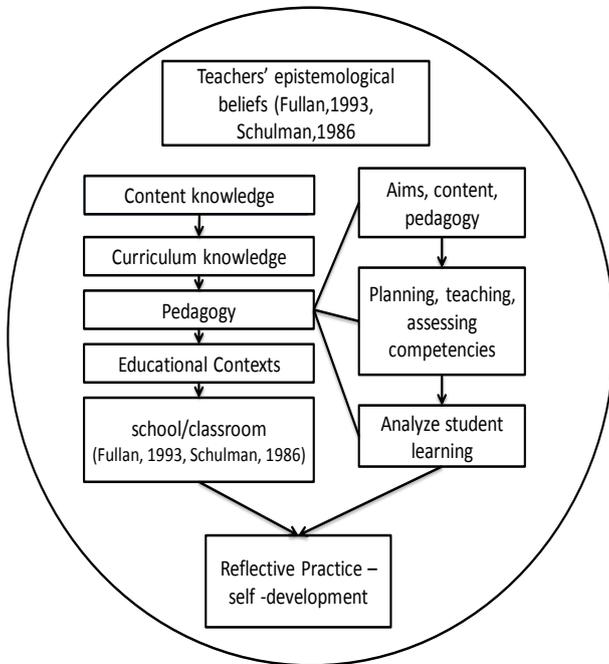


Figure 1: Epistemological beliefs

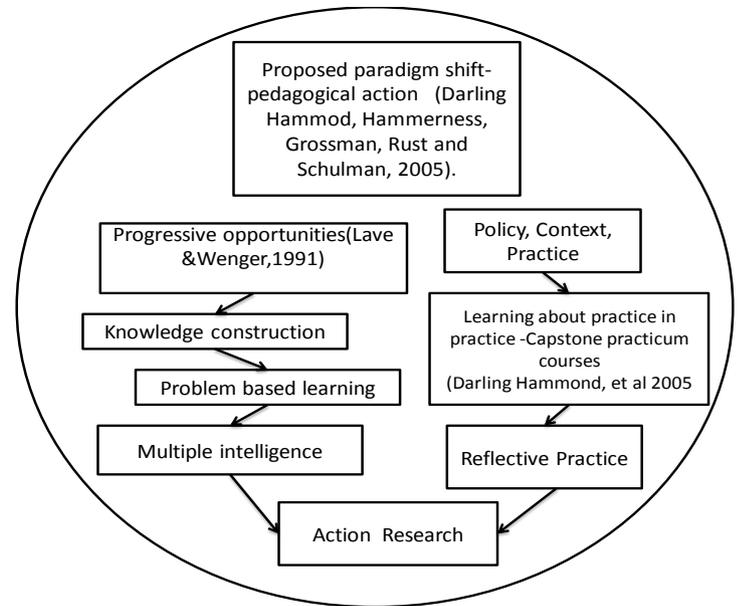


Figure 2: Pedagogical Action

Since the educational system is witnessing a revamp change in the Kingdom of Bahrain through the education reform project, a desired paradigm shift in pedagogical action within Bahraini schools is required. One major reasons behind this is the fact that Bahraini teachers within this reform project are provided an apprenticeship of their desired practice to redefine their goals and sharpen their practices (Bahrain Education Reform, 2006).

With regard to the role of the Bahrain Teachers College (BTC), the BTC teacher education programmes emphasize application of the following skills and competencies: knowledge construction, problem-based learning, multiple intelligences, lifelong skills with infusion of practical experience where teachers are 'learning about practice in practice' (Darling Hammod, Hammerness, Grossman, Rust and Schulman, 2005).

Therefore, this initial study on teacher beliefs attempts to examine how teachers 'think pedagogically, reason through dilemmas, investigate problems, and analyse student learning' (Darling-Hammond et al, 2005). The following diagram represents a model of the main elements of the BTC model that integrates both content and pedagogy:

The Study

The study specifically aims at:

1. Determining the pre-beliefs of Bahraini in-service English language teachers (ELTs) who finished their in-service training programme at the BTC.
2. Providing data for plans to develop teacher education programmes to enhance the future performance of the teachers of English.
3. Emphasising the significant role of training programmes in shaping teachers' beliefs to assist them develop their professional practices.

Study questions

The study attempts to answer the following research questions:

1. How do Bahraini new ELTs incorporate the new practices they are exposed to in their in-service programme into their knowledge, beliefs, and pre-existing teaching practices - thinking about goals and content, learning goals/aims/outcomes?
2. What approaches do they take in their design of instruction, implementation?

Methodology

This is an exploratory study of the teaching beliefs and knowledge of beginner teachers of English through structured interviews with them. Due to the nature of this study, a qualitative approach to data was implemented. Frequency of used terms and categorisation of responses were classified and broken into sub categories as required throughout the analysis process. However, students’ activities and assignments, such as lesson plans and reflective journals were also referred to for further analysis and investigation of aspects of change, resistance or shift in views towards teaching practices.

Participants

The interviews were conducted with an opportunity sample consisting of twenty beginner teachers of English in state schools in the Kingdom of Bahrain

who were enrolled in the Post Graduate Educational Diploma (PGDE) programme at the BTC. Ten out of the twenty teachers agreed to do the interview. Nine were female and one male and their professional experience ranged between 1 and two years. All were university graduates holding a B.A in English language and a minor in either translation or American Studies. Most of the teachers hold permanent posts in their schools, except for teachers (5 & 6) who were classified as 'temporary teachers' until they pass their PGDE programme. All of the participants were teaching in schools located in urban areas but they receive students coming from both rural and urban areas. Further information about the study participants is provided in Table 1:

Table (1): Information about the study participants

Teacher	Experience	Qualifications	stage
Teacher 1	1 year	B.A in English (Minor in Translation)	Primary
Teacher 2	1 1/2 years	B.A in English (Minor in Translation)	Primary
Teacher 3	1 year	B.A in English (Minor in Translation)	Primary
Teacher 4	2 years	B.A in English (Minor in American Studies)	Intermediate
Teacher 5	1 year	B.A in English (Minor in American Studies)	Primary
Teacher 6	1 year	B.A in English (Minor in American Studies)	Primary
Teacher 7	1 year	B.A in English (not mentioned)	Intermediate
Teacher 8	1 year	B.A in English (not mentioned)	Secondary
Teacher 9	2 years	B.A in English (not mentioned)	Secondary
Teacher 10	1 year	B.A in English (not mentioned)	Primary

Overall, all the interviews were conducted considering the availability of the participants on campus and their willingness to be interviewed. For the female teachers, all the interviews were conducted in the form of focus groups and in the BTC building after the course sessions. This was due to certain cultural and social customs that govern the study

context. The male participant was interviewed individually in his school of teaching practice after

setting a day and time with him and his senior teacher in the department.

Data collection and analysis

Data for this study come from a larger data set. In this study, students' assignments: a) reflective journals, b) teaching practice notes of daily classroom observations, and c) lesson plans were analysed in addition to the interviews.

Data collected from the interview responses were content analysed by breaking down the participants' answers into categories. In addition, the participants' responses to the questions were quantified to detect tendencies and to identify the areas of major need to the teachers during their training programme.

Limitations of the study

This is a small-scale study that is limited to ten PGDE English language beginner teachers in state schools in the Kingdom of Bahrain. Therefore, the results obtained in this study cannot be generalised very far as they do not reflect the whole population of the society studied. However, it provides an insight into how beginner teachers of English form their beliefs that construct their professional knowledge about teaching and opens horizon towards in-depth research in this area. This limits the findings to the context of the beginner trainee teachers of English.

Findings

The interview responses revealed several aspects that reflect shift in perception of the respondents after joining their in-service PGDE programme. This aspects can be represented in the following categories: **Reconstructing Knowledge and Understanding about being an ELT**

Moving away from a focus on teachers' reflection towards teachers' performance in teaching English is a significant shift in belief for those teacher candidates that has been shown by the end of the programme. Through their participation in the course assignments, those student teachers showed a change in their views from conceiving of reflective journals mainly as a tool for assessing their performance to viewing reflection as just one component of their self- professional development. The respondents recognized the need of reflection in identifying practical solutions and contextualising their teaching practices to suit and adapt with the current teaching situation they are working in:

"[R]eflection helped me to deepen my inquiry into mine and my colleagues learning experience – what my students and I are having difficulties with, how to

overcome it, and what my strength points in my teaching are" Teacher G

Data from participants' lesson plans design and classroom observations serve as a baseline to describe their initial understanding of their roles as language practitioners:

"Students should be involved in groups to do tasks; they should exchange their experiences, learn and also help each other to perform a task." Teacher A

During the interviews, most of the study participants showed a move in mapping their lesson plans by shifting their view to how teaching should be performed. According to them, teaching was a practice that was done according to their experience and professional growth they get along their teaching years (see appendix 5). As one participant stated:

"I did not study education before and the only thing I received was some training workshops in the MOE and they all were related to specific tasks but not like here at the BTC" Teacher T

On the opposite, most of the study participants changed their views on teaching by the end of the programme and considered it as a science that has elements to be fulfilled to achieve any successful teaching and learning on the part of both the teacher and students. A major cause that might have led to this shift in paradigm was the methodology courses which shaped many aspects of the teachers' practices:

"The teaching methodology courses and psychology – they cultivated my own knowledge and professional practice of how to conduct such skill" Teacher H

Rethinking on assessment

Throughout analyzing the participants' lesson plans during the programme, one major issue is notably emphasized which is evaluation rubrics. It is shown from the trainees' lesson plans collected by the end of their in-service programme (PGDE) that the study participants were finding difficulty in choosing their assessment tools to evaluate their students' learning. During the interviews, the respondents discussed the characteristics that made a student's writing composition "low, medium, or good" one. Most respondents in this regard said that their in-service programme had been very helpful for them, because sometimes they did not know which criteria they should use to assess their students' progress in learning the language, particularly when practising writing. During the interviews, those teachers indicated that they themselves had been pleasantly

surprised by their students' engagement in their lesson activities:

"That [the exemplars discussion] felt pretty good, I mean I could sense that they were engaged, I thought something was happening there." Teacher I

Moreover, the teachers said they realized it was important for them to be clear about their standards; not only to be fair to students, but also to be able to share their standards with them and help them to learn what a good performance (composition in this regard) looks like:

"yeah, I mean, when they identified certain aspects of the composition that made the top one, it sort of reaffirmed the [importance of having clear criteria] [...] I should have a rubric when I grade compositions, or at least I should have it in my mind, and I don't think I [have one], you know, I sort of scan it, and I look for certain things I don't identify the things that I look for. It's just a general feel that you have; which is not a very objective way [of assessing students' work]. [...] So I've gotta work on that too." Teacher D

The above quotation reflects a clear shift of thought on assessment and how it should be implemented that these teachers at this point find themselves moving away from judging students' learning and competence without having concrete evidence toward searching for evidence to properly assess their students' learning.

Some other respondents went even further that they view assessment now as a tool to be integrated with instruction. In this regard, Gitomer and Duschl (1995) indicate that language teacher should: a) give feedback to students about their knowledge of what is being assessed, rather than simply marking responses as incorrect or correct; and b) provide explicit information about where students are succeeding and where they are having difficulty, rather than giving information about how their performance compares to that of other students.

The participants in this study adopted similar view by the end of their PGDE study, especially when they faced some problems with their students because they did not give them any feedback on their performance in the last lessons they taught to them. This might be due to the time constraints these teachers faced during the teaching practice course during the programme. As a response, some gave to their students some notes though these notes were not intended to be given to students to guide them when doing some language activities that were photocopied from the teacher's

guide of the textbook used in their schools, and the students reported not finding the notes useful at all.

However, the teachers seemed to recognize the need to give feedback to students (see appendix 5). During the interviews, the teachers said that if they were to try their teaching again they should be clear from the beginning about how students' performance and practice of the language were going to be graded, and they should be more structured in terms of feedback. As Teacher E said:

"Hum, a little bit more prepared, we (jumped?) into it; and you know, being able to lay it all out the first day of class. [...] Time and effort, yeah, and I guess we hadn't really planned out [feedback] as ... part of it, and we should have, because that was an important part, it's a very important part, and I think that would have made a world of difference to [the students], had they got more feedback."

Approach to teaching

Teachers have continued to be resourceful relying on their practical experiences and MOE training workshops. After the extensive BTC teacher education programmes, teachers transferred their knowledge and professional practice to teaching. This was evident in their responses in which they stated collaborative activities as a fundamental teaching tool: They also found that with collaborative activities, their teaching method has been changed from teacher centre to student centre:

"Students should do their work by helping each other; duties are distributed among students according to their abilities and this is more student centred than teacher centred." TeacherD

This has raised the professional awareness of those teachers of the important role their students can play for their learning:

"Before I used to have teacher centred approaches without knowing that I am taking over students' role." Teacher E

The complete shift in performance can be seen in the following statement made by Teacher B:

"Now it is group work and student centred, collaborative activities where and students work together equally in authentic, real life situations. Student roles are identified and they all work as one and my role is supervising them. My view changed after courses at Bahrain Teachers College (BTC). We learnt that it is a shared responsibility and as

teachers we should involve our students because they have to be the centre of our teaching”

From the above, it was clear that respondents used to consider teaching as one way direction but now they view it as a shared responsibility. This was shown in their view towards their students' roles whom they found as partners who should collaborate with them to achieve learning, learning should be approached collaboratively.

Influence of programme assignments

When the teachers were interviewed during the programme, they expressed several views on their course assignments and how they influenced their performance professionally and practically. Some of these views were captured in the following assignments, the teaching practice (TP) journal:

"The TP journal is my companion and keeps nagging me both day and night." T4

Having more focus on the issue, however, it became evident that it was not so much the sheer quantity of assignments that the students experienced as burdensome, but rather the demands on their capabilities and willingness to work on different leveled tasks. In contrast to conventional settings in teacher education, those student teachers had to move between and perform and interact with different partners in the teaching context. This can be shown as in figure 3:

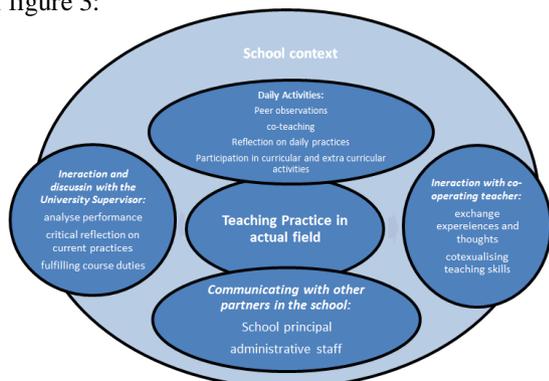


Figure 3: Interaction Process in the Teaching Practice – INSET Programme

TP journal required the teacher candidates to interact with their cooperating teachers and university supervisor, their peers and also among themselves within their team on matters of project work in EFL using their courses' assignments and resources, lesson planning, and , of course, on their field experiences. This interaction mostly happened in the target language and included the constant use of ICT. It was permanently enriched by face-to-face tutorials conducted by the university supervisor and cooperating teachers. This represented a real

situational context in which those teacher candidates could function in English and practice real communication using the target language which consequently positively influenced the level of their language fluency:

"though most were speaking Arabic in school, for us it was a very great opportunity to practise speaking English and use it along the teaching day since all course requirements were written in English and designed for ELT." T1

In addition, those student teachers perceived themselves as observers and researchers during their PGDE programme who communicated in their groups and with the partner teachers about the processes they had participated in.

Thus, it could be inferred from this that student teachers were constantly playing the roles of teacher, learner and researcher. This made them create close link between action and reflection in various settings that they developed an ability to review what they would ever take and never to take it for granted. At this point, it was clearly shown how some of those teachers realized how unprepared they were when handling their teaching and developing their activities which appeared unsuitable to utilize during the planning stage:

"My view on how to teach a lesson completely changed now as I find myself were doing another thing that is far away from teaching." T7

This constant shifts in views and construction of new knowledge promoted an atmosphere of tension at times which was often aggravated by the overload of the teaching duties. If one bears in mind that all this happened during an in-service teacher education programme, under conditions where student teachers have to perform on standard level to qualify as teachers, in addition to taking other courses in education studies, psychology, and ICT, at least two conclusions need to be drawn from the experience: 1) unless an interdisciplinary approach is developed in which other courses integrate, it will indeed be difficult not to lose sight of the main focus in view of the multiplicity of contexts of participation and level of integration among the offered courses in the programme. 2) until then, a reduction in the amount of assignments/requirements would seem to be called for, together with a slower pace: fewer assignments for non-specialised academic courses and more time for field practice seem a possible solution.

Mutual benefits

After discussing some critical issues that shed light on significant shifts of the teachers' perceptions to their teaching practices when they joined their PGDE programme, it can be said in this regard without being presumptuous that the PGDE as an in-service (INSET) teacher education programme was a professional life experience for everyone of the respondents in this study for various reasons. Some voices:

Experiencing classroom complexity: The realness of it all

"What I consider most important about the experience is ... that we did it, that we all had the chance to really do it in practice, the realness of it all. Had it been just materials development without chance to actually make it work, give life to it, in a classroom, the most important stage would have been missing (...) we make the most wonderful plans in our offices, but we never learn whether they work in practice, we never learn till we practice it in our microteaching session and then in the teaching practice course. Unfortunately this has been just a singular event in my teacher education career." T10

The INSET-PGDE programme seems to provide a form of educational experience which seeks to develop an experiential and whole-person approach to learning. Larsen-Freeman (1998) indicates in her study that being aware of the complexity that govern teaching practices has tremendous implications for how teachers should be trained.

Relevance of personal experience

"I'm one of those whom were taught by the frontal teaching [traditional teaching], this is the first time I have experienced student-centre approach – both at the university and at school. I'm impressed by the procedures and activities as they have triggered in all of us the last couple of days in this programme and therefore I will definitely try and apply student-centre approach into my teaching. To me this seems to be the most efficient way of organizing institution-based language learning. I have always thought language learning is a matter of textbook and neatly structured course, teacher-dominated course work, very much like mathematics, with a clear correct-or wrong divide." T9

It is clear from the above quotation that those teachers found themselves more able to involve their personal experiences within their training and practice ample reflection on it that eventually they ended with changing some of the concepts they had already held before joining the programme. This indicates that

teachers construct their knowledge according to the limit of contextualization they could manage between theory and practice in their actual field work. In the literature, there are studies which discovered that subject knowledge and pedagogical content knowledge do not become part of student teachers' personal practical knowledge, mainly because they lack the credibility that actual personal experience offers (Bosenius, 1992; Gabel, 1997). Fullan (1993: 109) identifies as the main reason for the failure of teacher education programmes that they are based on extremely "vague conceptions" and that memories and images of "how to do it" are not triggered in these programmes.

Developing discourse and social relationships within a small group

"[I]t was really beneficial to know and apply how to conduct cooperative learning within groups ... this way I learned a lot about my strengths and weaknesses with regard to giving supervising pupils and providing feedback and suggestions, guidance and support. On the other hand I learned how to plan my lesson based on collaborative learning, and to step back and let them get along with what they were doing ... in this way, I could see the pupils and tell who needs further help or should develop certain study skills." T4

In fact, throughout my review to the literature, I found that learning-to-teach studies that investigate the development of teachers' beliefs generally claim that there is a lack of knowledge about students. For instance, Grossman (1990) mention that there is a fundamental mismatch between teachers' implicit assumptions about students and the realities of their own students' abilities and interests. Johnson (1992) explains that student teachers often do not value the potential of students' contributions to classroom discourse and they do not know how to respond to unexpected student contributions because they lack a repertoire of instructional routines to help them do so.

Consequently, this finding raises the necessity to have EFL/ESL teacher education programmes focus more on enabling the ESL teachers to encourage and incorporate student initiations into their instructional activities without perceiving such initiations such as a threat to instructional management.

Critical thinking & literacy:

Throughout the interviews, the study respondents showed also a move towards critical thinking and literacy.

Teachers reported that after finishing their training, they find that practice and drills only are not enough to make learning happen. Instead, many respondents expressed that they believe in constructivism as the approach teaching and learning should be designed:

"I do not believe in practice and drills. Instead I believe in constructive learning and that students should construct new meanings after their learning. Both my role and my students' expected roles, with the objectives." Teacher A

This was echoed in their perceptions to the utilization of the textbooks. Many found that textbook would no more represent to them to only source for learning:

"Before I used to cover the entire textbook. Now the textbook is utilized for my teaching – I might select some exercises and develop some activities of my own." Teacher G

New approach to literacy: situational learning experience

The participants mentioned also that one of the impacts they got from their teacher education programme was the functional use of language. That is, those teachers now consider language teaching as a practice that has to be based on a real life situation rather an artificial isolated activity. Teacher B noted this clearly in her responses:

"I teach language skills through situational learning experience. I and my students practice different skills. At BTC we contextualize our teaching."

At this point, some of the participants raised the importance of lesson planning in terms of identifying the teacher's and learner's roles, objectives, main aims of the lesson, assessment, and individual reflection to foster effective literacy learning and functioning.

"I am able to combine the skills for teaching because we already have practiced it in our teaching methodology courses and TP supervision. We need supervision and reflection to develop and get improved" Teacher G

However, some other teachers still relied on their past experience:

"I practice speaking intensively with them through conversations linked to the textbook topics, explaining the rules Vocabulary is explained in Arabic because students understand it better." Teacher H

And

"Sometimes I don't know. Simply, I read the rule – form an outline of the target structure then students form sentences in the target structure." Teacher D

Provision of supportive risk taking

The framework of the training programme provided those teachers with a field for guided teaching. On the one hand, the programme structure offered the respondents with guidance, input, and feedback needed to give them as student teachers the feeling of being secured. On the other hand, it seems that the activities and assignments provided to those teachers encouraged them to go beyond the conventional in what that they were encouraged to be creative, personal and contextual in planning and conducting their lessons. As a result, a recognizable change in perception was clearly registered here that the timid question that was always raised by those teachers about if their teaching was successful or not has changed to ask about the extend their teaching was useful to the students they are teaching in a particular situation:

"To me what was outstanding was the co-operation with my colleagues and instructor in the planning stage who allowed risk taking and adjust my activities and teaching techniques to my real work situation, even though I wasn't convinced that they would work – which is quite unlike my experience during my teaching practica where I was expected to model the teacher's behavior and where I had to closely follow her idea of a good lesson." T5

In this respect the INSET programme represented an alternative for those student teachers to fit into ongoing activities more often than in their real teaching which helped them get convinced that teaching does not deal with what was successful and what was not, but with how that worked and to what extent it can be developed further.

Use of intuition and practical knowledge

A classic study by Lortie (1975) observed that teachers rely on intuition and practical knowledge because they lack a set of empirically derived practices and principles. Practical knowledge refers to beliefs and habits that teachers acquire from experience rather than from empirically based principles and practices acquired through education and training.

It has been observed that in fact, experienced teachers are more content centred. Inexperienced teachers tend to more pupil centred, Duffy and

Anderson (1984). This is supported by Pinnegar and Carter (1990) who conclude that teachers tended to have an affective rather than theoretical orientation to teaching. This entails a shift away from less behavioral and cognitive learning theories and towards more use of trust, respect, and confidence in teaching. Teachers at BTC tend to use a variety of instructional methods as they need time for more practice and practical classroom experiences. Figure 4 below summarises the progressive shift in concerns as teachers develop more professional confidence and expertise.

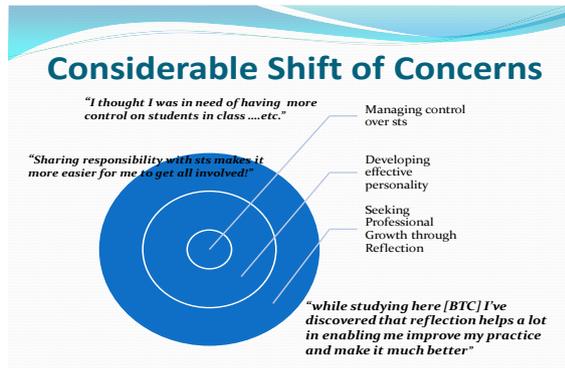


Figure 4: Considerable shift of concerns

Conclusion and implications

Teachers' shift of beliefs

Beliefs play a critical role in shaping teaching practices because there is a lack of consensus about best practices as indicated by Snider (2007). Professional teacher courses need to be backed by field work data and observations in situated learning (Lave & Wenger, 1991). Opportunities need to be provided for learning contexts where learning by doing or experiential learning is valued. This will provide evidence for best practice.

Fullan and Smith (1999, 2009), advocate the need for deep change in educational institutions. Fullan refers to Dwyer's framework (Dryer et al., 1991) where the aim of classroom approaches of knowledge instruction will need to shift from knowledge reproduction to knowledge construction as given by Figure 5 below.

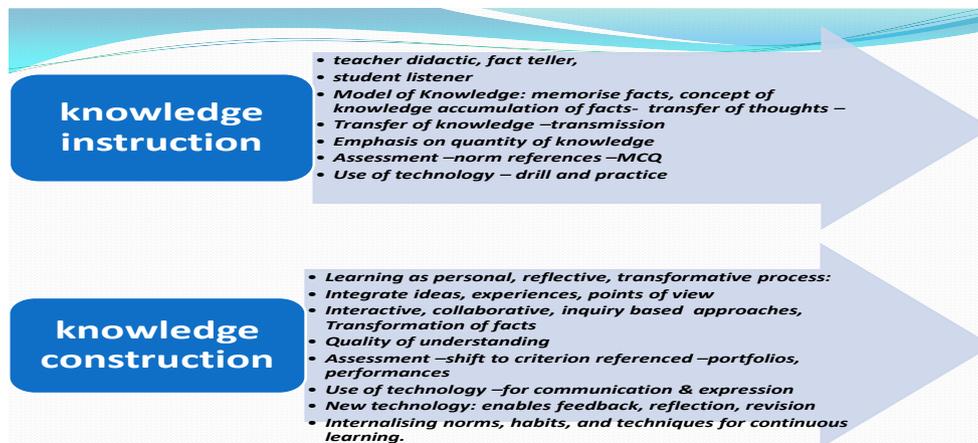


Figure 5: Paradigm Shift in Professional Practice – from instruction to construction (Dwyer et al 1991, Fullan 1995)

The currere of the teacher educator

Shubert's (2010, p. 59) extensive review of curriculum studies, "The currere of the Teacher Educator," frames the conceptual elements in studies in curriculum review, development and change. The history of curriculum inquiry is presented as an evolving philosophy, as synoptic text –living, expanding, and evolving. He argues for a progressive core or integrated curriculum that is substantially different from that of most teacher education

programmes and that emphasizes product oriented objectives, standards, and mandates of accrediting agencies. He advocates the values of indigenous knowledge and reviews the destructive force of globalization on indigenous knowledge and proposes the inclusion of perspectives that are non-western, non-white, transnational, cross-cultural, transcultural, or worldly.

The policy intention is to provide teachers with progressive opportunities to participate in teaching practice, be involved in communities of practice, and

to integrate lifelong learning in learning organizations and learning communities where work, school, home and civic organizations interact (Lave and Wenger, 1991).

It is necessary therefore to work towards a progressive core of integrated curriculum in teacher education programmes by including local culture and indigenous communities of knowledge. A starting point is to review the work by Scardamalia and Bereter C. (1999) who discuss the conceptual model of schools as knowledge building communities. There is a need to include indigenous community knowledge in order to develop community driven solutions to educational issues. As BTC teachers develop professional expertise they need to be encouraged to make school-community based observations that in turn, will assist them in making informed decisions. This will in turn help teachers to develop community driven educational activities that are based on the understanding of learning differences, transcultural attributes, psychological temperaments.

Suggestions for future research

Two important questions are raised from this study and that can be addressed by future studies: first, what role do different methods and current approaches in language teaching have in creating dilemmas for language teachers? How do teachers deal with those dilemmas and what sort of strategies do they adopt in different contexts and with different methodologies? Second, what sort of dilemmas do language teachers have? This is still unexplored territory in language teacher education. understanding the sorts of dilemmas language teachers have and the consequences these dilemmas have in the choices they make will help us understand teachers' reasoning in action (Freeman & Johnson, 1998).

To conclude, the findings in this study imply that we need to tune into our student teachers' voices and embrace any opportunity to learn more about their assumptions and beliefs. By saying that, it is intended that everything student teachers say should be accepted, for that would be as bad as not listening to them. Yet, listening to those teachers can help us to be more reflective and understand the contradictory nature of teaching.

Second, it is imperative that teachers start recognizing the dilemmas of teaching early in their careers. Language teacher education courses could include more studies about teachers' dilemmas, conflicts, and the cultures of teaching for student-teachers to discuss. Language teacher educators should encourage and provide the necessary

environment for in-service and pre-service teachers to share their fears, anxieties, and problems in teaching.

Third, more research studies need to take into account how students' and teachers' beliefs influence teachers' practices. Most importantly, it is necessary to investigate what happens with beliefs in context, how students' influence teachers' practices, and how teachers' beliefs influence students' beliefs and learning. Social and cultural aspects of the classroom could be included in the investigation of language learning beliefs and language teachers' dilemmas in future studies.

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Appendices:**Appendix (1): Interviews questions**

Respondent: _____

Experience: _____

Current qualification: _____

1. *Can you describe teaching & learning English in your classroom?*
2. *How do you teach grammar, pronunciation, vocabulary?*
3. *What strategies do you teach for grammar?*
4. *How do you teach oral/pronunciation skills?*
5. *Where did you learn these strategies?*
6. *Is it different from the way you were taught?*
7. *What aspects of BTC training made or impact on your thinking?*
8. *What is apparent in your thinking when you plan your teaching?*
9. *What is your typical classroom teaching for English?*
10. *What do you understand by communicative teaching strategies?*
11. *What do you understand by collaborative activities?*
12. *What are your concerns to pair work and group work?*
13. *Do you teach listening, reading, speaking, writing in different time/days?*
14. *Are you able to combine the skills for teaching? If not why not?*
15. *Do you believe that language learning is to produce accurate language forms? Probe:
why?*

1. Teaching/Learning Process in ELT

Teacher-centred

Textbook as the ultimate source

One-Way Process

"Just my work!"

Student-Centred

Developing supportive materials

An interactive Process

Supporting Sts' learning

2. Teaching Strategies

Teaching by experience

No educational orientation

Grammar-Translation method of teaching

Teaching for teaching

Teaching as a science than a craft

BTC as the Professional Provider

Functional use of Language

Teaching to achieve clear objectives

Lesson planning is an integral part of every lesson

3. Considerable shift of Concerns

Classroom management

Influencing of personality

Personality with Effective Teaching

- *Collaborative learning*
- *Communicative classroom*
- *Fulfilling sts' interests helps!*

Seeking Professional Development

Attending training workshops/courses

Reflective Practice as self development

Raising sense of awareness in the profession:

Result of studying at the BTC

Appendix (2): Respondents' Interviews' Analysis

Dr. Hasan Mohsin, 31/10/2012

1. planning sessions
 - 1.1 Teaching methodology
 - 1.1.1 teacher centred
 - 1.1.2 teacher as the ONLY source of knowledge
 - 1.1.3 teaching for doing textbook activities
 - 1.1.4 vocabulary taught in isolation
 - 1.1.5 interaction through participation (Q&A)
 - 1.2 Teaching materials
 - 1.2.1 Textbook activities in the form of PPS & handouts
 - 1.2.2 No trigger - direct learning
 - 1.2.3 Utility for practicing group work
 - 1.3 Students' role
 - 1.3.1 respondents to teacher's questions
 - 1.3.2 need more guidance/instructions
 - 1.3.3 answers are valued
 - 1.3.4 need more opportunities to practice the language
 - 1.3.5 achievers of textbook activities
2. Teachers' Knowledge
 - 2.1 general objectives vs. specific outcomes
 - 2.2 planning for teaching different levels
 - 2.3 stimulus and response
 - 2.4 summative assessment is still more emphasized
3. Students' Knowledge
 - 3.1
4. Exchange of Ideas
5. Discussion