

TEFL PRE-SERVICE TEACHERS' BELIEFS ABOUT ESL TEACHER ROLES: AN EXPLORATORY STUDY

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Abstract

This study explores TEFL (Teaching English to Foreign Learners) pre-service teachers' beliefs about ESL (English as a Second Language) teacher roles after their field experience and teaching practice in their four-year Bachelor of Education programme. Qualitative research design was used to examine how pre-service teachers perceive teachers' roles which depict their personal teaching philosophies. A qualitative interview was conducted to obtain data from six pre-service teachers. Analysis of their responses indicate that their field experience and practicum have contributed to an enhancement of their attitudes and understanding about teacher roles. The prospective primary school teachers have significantly conceptualised teacher playing the roles of instructor, motivator and manager. However, there is a need for further practical knowledge about the changing roles and responsibilities of ESL teachers in the light of education reformation.

Key terms: pre-service teacher beliefs, teacher roles, teaching philosophies, field experience, teaching practice

Abstrak

Fokus kajian ini meneroka pegangan siswa pendidik TEFL (Teaching English to Foreign Learners) terhadap peranan guru ESL (English as a Second Language) selepas pengalaman mengajar mereka semasa mengikuti program empat tahun Siswazah Pendidikan. Kajian berbentuk kualitatif ini meneliti persepsi guru pra-perkhidmatan tentang peranan guru berkait rapat dengan falsafah pengajaran peribadi mereka. Data diperolehi daripada temubual kualitatif dengan enam orang guru pra-perkhidmatan. Analisis respon mereka menunjukkan bahawa pengalaman mengajar mereka telah mempengaruhi sikap mereka serta pemahaman mereka tentang peranan guru. Bakal tenaga pengajar sekolah rendah ini telah memperkukuhkan konsep mereka bahawa guru berperanan sebagai seorang instruktur, penggerak dan pengurus selepas pengalaman mengajar mereka di sekolah. Namun demikian, mereka perlu peka terhadap perubahan peranan dan tanggungjawab guru ESL selari dengan reformasi pendidikan.

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