

Examining Teachers' Beliefs about Teaching English in a Teacher Training Program

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Teachers' beliefs about teaching English are reflected in their practices in the classroom. They influence on the students' attitude to English learning. Any teacher training program expects the trainees to change or modify their existing beliefs and attitude through the new ideas and information introduced by the program toward a desired direction. The present study describes a teacher training program for elementary school English teachers and compares the beliefs of the teachers about teaching English before and after the training. The subjects are the elementary school English teachers around Chungnam area who get a special training of 120 hours during January 1997. The investigation of the subjects' beliefs on English teaching is conducted through examining two journals of each subject before and after the training. The journals show the teachers' inner flow of thought, so teacher trainers are expected to get insight on their general instructional considerations and have implications on the future teacher training program through examining these journals. In addition, the journal writing itself gives the teachers opportunity to reflect their practice and rethink about their beliefs, and develop themselves as professional English teachers.

I. INTRODUCTION

English has been taught as a regular subject in elementary schools since March 1997, and the importance of teacher training is again being emphasized. Most of the current elementary English teachers don't have any experience of learning English in their elementary schools, and they were taught English in high schools and colleges when language teaching and learning focused not on communication but on grammar rules and reading. This fact raises our attention to their beliefs about teaching English in elementary schools. The various factors such as teachers, students, educational settings, and materials influence on the effect of education. Teachers' beliefs about teaching English are also an important factor which influences on teachers' practices in the classroom. In addition, because most of the students in elementary schools have English learning experience for the first time, the classroom which the teachers design and proceed greatly affect the students' attitude to English and learning English.

With the above-mentioned importance of teachers' beliefs in mind, this study explores the effect of the training program on teachers' beliefs about teaching English. In this regard, I investigated the teachers' beliefs through examining their journals which the teachers had written during the training period, describing the training program with its curriculum.

II. TEACHERS' BELIEFS

1. Literature Review

Pajares'(1992) thorough investigation about the concept of teachers' beliefs provides basic agenda for defining them. That beliefs are studied in diverse fields has resulted in a variety of

meanings, and the educational research community has been unable to adopt a specific working definition (Pajares 1992, p.313). In this regard, Pajares examines the meaning of beliefs by prominent researchers, and states that "beliefs are seldom clearly defined in studies or used explicitly as a conceptual tool, but the chosen and perhaps artificial distinction between belief and knowledge is common to most definition : Belief is based on evaluation and judgement ; knowledge is based on object fact.(Pajares : 1992, 313-314)" He further states "when clusters of beliefs are organized around an object or situation and predisposed to action, this holistic organization becomes an attitude. Beliefs, attitudes, and values form an individual's belief system." When we connect the teacher's knowledge development with more personal and subjective views of teaching, it can be interpreted as a belief system of a teacher.

It is generally assumed that mostly beliefs are formed primarily based on a teacher's prior learning experience as a student. They can be changed or modified according to the teacher's acquired knowledge and teaching practices (Clift, 1991). These beliefs of the teachers are reflected on their practices in the classroom (Cabello & Burstein, 1995 ; Baca & Cervantes, 1989). Any teacher training program expects some changes or modifications of the teachers' beliefs, however the changes are possible only when the teachers become aware of the necessity of the changes. Only when they think that their existing beliefs are not satisfactory, they change their beliefs as a final alternative (Cabello & Burstein, 1995 ; Weinstein, 1990). Many researchers have found that these changes of the beliefs are not easily or immediately accomplished (Pajares, 1992 ; Cabello & Burstein, 1995). But as time passes, the teachers go through gradual changes in their beliefs through the process of building knowledge and experiences. Cabello & Burstein (1995) studied teachers' beliefs about culturally and linguistically diverse students. They argued that theory and practice must be systematically linked to the classroom experience with coursework to foster the acquisition of knowledge and skills, because this process

allows the teachers to test out their beliefs as they apply newly acquired knowledge and skills in their classroom.

The field of second language education recently has begun to recognize the importance of exploring the cognitive dimensions of how second language teachers' thoughts, judgments, and decisions influence the nature of second language instruction(Freeman, 1989, 1993 ; Johnson, 1992, 1994 ; Richards, 1996).

Johnson's(1994) study infers preservice English as a second language teachers' beliefs about second language teachers and second language teaching from narrative statements made about their beliefs. She argues that second language teacher education programs must provide a safe environment in which preservice teachers can come to terms with who they are, what they believe, and how they make sense of what they do during second language instruction.

Freeman's(1993) longitudinal study investigated how a group of foreign language teachers integrated new ideas, encountered in an inservice masters' degree program, in their thinking about and activity in the classroom. He presented valuable implications for teacher education through this study. He argues that teacher education which is oriented towards how teachers understand what they do must enable them to remake the meanings associated with ordinary actions ; in short, to reconstruct their practice.

Richards(1996) explored several language teachers' maxims through the analysis of teachers' accounts of their teaching and lesson protocols. He argues that teachers' maxims appear to reflect cultural factors, belief systems, experience, and training, and the understanding of which maxims teachers give priority to and how they influence teachers' practices is an important goal in teacher development.

2. Research Questions

Even though the course of the training program was not long enough, because it was designed for the teachers to practice their newly acquired knowledge during the course, we expected there must be some change in teachers' belief systems at the completion of the course. On this assumption, questions I was hoping to answer are summed as follows :

- a) What are the teachers' own perceptions of their beliefs about teaching English at the beginning and at the completion of the training program?
- b) What are the impacts of the program and the major factors which influence teachers' belief systems in the training program?

III. THE PROGRAM

The program was held from January 8 to February 1, 1997 for 120 hours at Konyang University in Nonsan. It was for the teachers who would take parts in teaching English for elementary school students around Chungnam area. The 208 elementary school teachers who participated in this program were divided into 7 classes evenly according to the result of an initial interview, so teachers of various proficiency levels were placed in each class.

The program was multi-purpose, serving as language instruction, an introduction to the theory of language teaching and its application, and as a model of teaching for the participants, with emphasis on the communicative approach to language teaching. But the most important thing is that the program was not simply to transmit explanations of teaching but to help teachers develop their own understandings about teaching English(Freeman, 1993). Participants in the course were expected to improve their own ability to use English, as well as their teaching, and take home

useful information and exercises which they could use in their own classroom on a daily basis. It was hoped that the workshop would also provide them with tools which they could use to continue their own professional development in the future. It consists of 120 hours of instruction(actually 120 class periods of 40 minutes each), and the hours of instruction are divided into the following three segments :

Application of Linguistic Theory	14 hours
English Language Learning Activities	41 hours
English Language Skills (including pronunciation)	53 hours

These segments are all systematically linked to provide the teachers not only with new knowledge and information but also with opportunities to practice them.

Eight native speaking instructors participated in English Language Learning Activities and English Language Skills classes, and two instructors(one is a native speaker of English who was a major program developer and another one is me) participated in Theory classes. The instructors rotated every week to different classes to have the participating teachers experience various teaching styles and English accents. The instructors held a meeting everyday, thus, they shared, articulated, and made explicit a coherent approach to instruction, in both philosophy and in practice (Freeman, 1993).

1. Theory classes

While the focus of the course is practical in every aspect, the relatively few hours(14 hours) of instruction devoted to the discussion of theory during the first week of the program. It played an important role in providing a framework for the whole course and in establishing a basis for the presentation and discussion of the remaining instruction materials. Current theoretical trends in

linguistics and educational psychology were discussed in terms of the formative role they play in shaping language teaching methodology. The workshop included the basic theoretical concepts with which all language teachers should be familiar. This discussion was planned and organized to be as clear and simple as possible, with the realization that the participating teachers are not specialists in linguistics, nor are they likely to have a working knowledge of the technical English of this highly specialized discipline. Theoretical concepts were presented and discussed, then illustrated with specific instructional materials. The key components of the discussion are the nature of linguistic competence, the nature of language teaching, the role of the teacher as a researcher in the classroom, and language teaching methodologies in a historical perspective.

This intensive focus on theory at the beginning of the workshop gave the teachers a referential framework and language for analyzing the teaching materials that they would encounter in the remainder of the course, including the materials they would use in their own language learning. The final assignment for this course was to make a lesson plan with their own rationale and explore how it relates to the theory. The trainees were asked to choose or change the activities in 'Language Learning Activities' to make their own lesson plans, and it was expected that this kind of exploring works by the trainees would be continued throughout the remaining course. In this way, they could have opportunities to explore, develop, and refine their perceptual knowledge; to uncover what they are actually aware of; to articulate the particulars of their own classroom context(Johnson, 1996, p766).

2. English Language Learning Activities classes

In this segment of the program, teachers used and discussed the language learning activities in daily classes in the workshop. The main purpose of this segment is to provide the participating

teachers with useful examples to practice and discuss how to teach and what to teach as well as to develop their own proficiency of English. A set of instructional materials was prepared, and it was organized to serve not only as a textbook for this class included in the workshop, but also as teaching resource materials for teachers to use in their own classrooms. Not all language learning activities are games. They were designed to appeal to a variety of age groups and language skill levels. There was time for analytic discussion of the teaching methods and materials used in each class. The participating teachers did a lot of group works using and modifying these activities.

3. English Language Skills classes

This segment is designed to strengthen the participating teachers' own proficiency in English as well as to serve as possible models for their own teaching. Because most of the participating teachers do not feel confident in their pronunciation and want to show good pronunciation models for their students, they were also given pronunciation lessons in this segment.

Language learning was focused on functional communicative skills. There was a collection of language learning materials which includes discussion of the usefulness of the sources of the materials, and ways to adapt them to various age levels of students. The lessons come from a wide range of materials currently available in Korea and elsewhere. Another collection was for pronunciation drills and information on techniques for teaching pronunciation.

Detailed curriculum of the program is seen in Table 1 as follows:

TABLE 1
Curriculum of the Program

area	course	hours	ratio	content
general	administrator	2	1.7%	
skills	language skills & pronunciation	53	44.2%	to improve the trainees' communication skills and pronunciation
	language learning activities	41	34.2%	trainees learn about practical teaching materials through practice and discussion, and develop their fluency
theory & practice	teaching methods & language education theory	14	11.7%	trainees learn about the nature of language learning and teaching, teacher's role in the classroom, language teaching methods through lecture and discussion
	case studies of the visiting teachers	7	5.8%	trainees study application of theories to practice through the experiences of 7 visiting teachers
evaluation		3	2.5%	evaluation of language skills, learning activities, theory, and whole program
total hours		120	100%	

IV. PROCEDURE

1. Materials

On the first day of the course the teachers were given an assignment that is to respond to fixed-response questions and write a journal about their beliefs on teaching English before this training program. Specific topics they needed to write about in their journals

were listed(see appendix 1) to give them clear boundary of their writing. Although this can limit their thought flow in some ways, these topics were given considering their little language teaching experience. The topics the teachers were to write about are :

- 1) The particularity of teaching English
- 2) roles of teacher and student in a language classroom
- 3) effective methods in teaching English
- 4) the most important thing in English classes of elementary school
- 5) How they got to have these beliefs

In the last week of the program I gave them another journal writing assignment. There are two fixed-response questions that asks how they thought of this program and if they became to have different beliefs or attitudes about the same topics comparing to those in their first journals. Then they were asked to narrate what kind of differences they were, and how they became to have those different ideas(see appendix 2). Even though some of them didn't experience any changes in their beliefs, they had to write this second journal. That is because another purpose of this journal writing assignment is to support participating teachers in developing their own understandings about teaching English(Freeman, 1993). With rethinking and rearranging process of their beliefs about teaching English, they can have a useful perspective to prepare themselves as professional English teachers(Richard, 1996).

2. Subjects

Among the 208 teachers who participated in this program, 201 teachers handed in their first journals. According to their answers to fixed-response questions, the teachers' English teaching experiences and training experiences are found as follows :

TABLE 2
Training and Teaching Experiences of the Teachers

training experience		English teaching experience				
participation time(inc.this time)	number of teachers	none	less than 1 year	1-2 years	2-3 years	more than 4 years
1st	100	82	15	2	0	1
2nd	92	53	27	11	1	0
3rd	8	4	2	1	1	0
4th	1	0	1	0	0	0
total	201	139	45	14	2	1

As we see in table 2, 139 teachers didn't have any English teaching experiences. This fact implies that their prior beliefs about teaching English are formed mainly based on their English learning experiences as a student, prior training experiences, teaching experiences of other subjects, and some other sources such as media or books.

3. Analysis

Journals were collected and grouped for analysis. First, the data were analyzed by the subjects' responses to the fixed-response questions in their first and second journals. The subjects' English teaching and training experiences were analyzed by the responses in their first journals, as we saw in table 2, and the subjects' own perceptions on the program and their beliefs about teaching English were analyzed by the responses in their second journals as in table 3. Second, three subjects were randomly selected from the group of teachers who answered that their beliefs were changed, and the main part of their journals were analyzed to investigate their changing belief systems.

The data analyses used in this study were based on a parallel case study approach, and the constant comparative method was used to develop an understanding of the data(Cabello & Burstein, 1995). I summarized the data by searching for regularities and patterns in each of five topics: the particularity of teaching English ; roles of a teacher and a student ; effective method in teaching English ; the most important thing in English classes of elementary school ; background to have the above beliefs. Then the impact of the program was described and analyzed using the teachers' own narrations in their journals.

V. RESULTS

1. Teachers' Own Perceptions

Complete data(two journals per each participant) were available from 193 participating teachers among 208. All the subjects responded to the fixed-response questions in the second assignment which asked their own perceptions on the program and their beliefs about teaching English at the completion of the course. Teachers' responses were examined and grouped according to the types of their perceptions. Most of the participants(121 persons ; 62.7% of the total) thought that the program was fun, and 95 participants in this group felt that there was big or some change in their beliefs. 61 participants(31.6% of the total) thought that this program was so so, and 44 participants in this group felt that there was big or some change in their belief. 11 participants(5.7% of the total) thought that they participated in this program against their will, and among them 7 participants felt that there was big or some change in their beliefs. Of the total participant, 146 participants (75.6%) answered that there was big or some change in their beliefs about teaching English during this program. Among them 95 teachers were in the group who liked the program, 44 were in the

group who thought the program was so-so, and 7 were in the group who didn't like to join the program. The rest of the participants(47 person : 24.4% of the total) answered there was little change in their beliefs. This fact shows that the teachers who thought the program was interesting tended to be affected by the program more than the rest of the teachers. The teachers' own perceptions on the program and their beliefs about teaching English are seen in TABLE 3.

TABLE 3
Teachers' Own Perceptions on the Program and Their Beliefs

about the Program	about their beliefs	number	sub-total	total
it was fun	there was big change	29	95 (49.2%)	121 (62.7%)
	some change	66		
	little/no change	26	26 (13.5%)	
so so	big change	6	44 (22.8%)	61 (31.6%)
	some change	38		
	little/no change	17	17 (8.8%)	
not fun	big change	3	7 (3.6%)	11 (5.7%)
	some change	4		
	little/no change	4	4 (2.1%)	

2. Teachers' changing beliefs

The following case studies illustrate how the three teachers reexamined and modified their beliefs about teaching English for elementary school students.

1) KE Lee's case

Lee is a male teacher in his twenties. He has English teaching experience less than one year, and this is the second time to join a

training program. He volunteered to teach English, and he thought that this training program was interesting and that he went through a big change in his beliefs about teaching English.

(1) Evolution of beliefs

About the particularity of teaching English, Lee said that : *I don't have theoretical knowledge or experience about English teaching and I am in a very different situation culturally, historically, and socially from that of English speaking countries. I can't teach knowledge about English. I just need to provide environments for the students so that they can be exposed to many English speaking experiences.* In his second journal, Lee clearly points the goal of language teaching as follows : *The goal of English teaching is not teaching about the language, but helping the students to improve their communication ability. The reason why our English education has not been successful so far is because we have not considered the particularity of English teaching as language teaching. Language is for communication.*

As for the roles of teacher and student, Lee stated that *friendly relationship* is the basic relationship between a teacher and students, and the teacher should be a helper for the students both in his first and second journal. But in his second journal, he added : *teacher should be a facilitator of students' pair or group activities focusing on communicative skills.*

About the effective teaching methods, at the beginning of the course, Lee thought *experience, exploring, memorizing, understanding, and playing* are all included in teaching to keep the students' interest and induce their motivation. He provided a basic procedure of English teaching as follows : *review of the previous lesson -> presenting the lesson goal -> showing -> listening -> guidance -> main lesson(play, song, chant, pc..) -> wrapping-up -> evaluation.* In his second journal, he said various techniques should be used in the classroom and listed them as follows : *drill, chain*

drill, chant, song, games, role play, mime, visuals, flash cards, picture cards, TPR, audiovisuals, C.A.I., using small groups, lining up, survey.

As for the most important thing in elementary school English classes, Lee believed: *to arouse and keep the students' interest is important.* In his second journal, he provides the way how to do this, adding : *a teacher should prepare various materials and activities to keep the students' interest.*

In his first journal, Lee stated the background of his beliefs was from his teaching experience. He expressed the responsibility as an English teacher as follows : *everybody knows English education focusing on grammar for entrance examination was the problem. A lot of discussion is focusing on elementary English education, and we cannot ruin it anymore. Now it's in our hands.*

(2) Impact of the program

As we could see in the above section, Lee's beliefs about teaching English are taking concrete shapes at the completion of the program. He stated in his second journal that : *in the past I thought I only need to do my best in teaching just what I know. But now through this training program I realize that my previous thought about English teaching was wrong.* He stated Theory classes changed his previous thought a lot. Especially the new knowledge about various teaching methodologies gave him a basis to shape concrete beliefs, and he could have confidence about English teaching through Language Learning Activities classes.

Lee appears to be an active and responsible teacher as we see in his first and second journal. His positive attitude seems to be one of the important factors which affected the change of his belief systems about teaching English. He accepted new information and experience actively during the program, and embodied them in his belief system.

2) HS Jung's case

Jung is a female teacher in her forties. Although she joined a training program for the first time, she has more than four year English teaching experience. She volunteered to teach English for her home class students, but she always regretted the fact that teaching the students couldn't be continuous(because home room teacher is to be changed every year).

(1) Evolution of beliefs

At the beginning of the program, Jung believes : *English teaching is very different from teaching of other subjects. Because the teacher and learners use first language to teach other subjects, it is not difficult to communicate with the students and motivate them. But for English teaching, because we don't have enough competent teachers, we cannot expect desirable education effect.* In her second journal, Jung views the particularity of teaching English on the point of social perspective with the same view of her first journal. She points that : *language is a means for communication, but because our society emphasizes too much on the other aspects of English learning, such as the way for success in life, our students might have a negative view on learning English.*

As for the role of teacher and student, in her first journal Jung implies a teacher-centered class is the norm and worries about the teacher's qualification : *because teacher is a person who leads the education with her own intention and induces the students' motivation, and is responsible for leading the education to success, the teacher's repeated mistakes due to her misqualification can be a serious_problem for the students.* But in her second journal she provides another idea. She states : *desirable role and relationship of teacher and student is a student-centered class. Teacher should be a facilitator for ideas, helper for communication between students and advisor for students' learning. A teacher should not correct student's errors immediately and discourage the student.*

In her first journal, about the effective methods of teaching English, she just introduced several teaching methods such as audio-lingual or direct method and natural approach quoting from a book. But in her second journal she stated: *we should use the teaching methods according to the learning environment and subject, but I think communicative approach is the most suitable and effective way for the goal of elementary school English teaching. According to the levels, we need to use natural approach, TPR, or immersion method appropriately, and we also need to use various techniques such as games, songs, role plays, chants, or TPR to keep up the students' interests.*

Jung did not mention anything about the most important thing in elementary English classes in her first journal, but in the second journal she listed the followings for this question : *choosing appropriate topics suitable for the educational goal, a lesson plan by teaching methods suitable for topics, appropriate materials, and student-centered class where a teacher is an advisor and facilitator, suitable and interesting practice of the effective methods through games, songs, chants, or muppet plays, teacher's encouraging and caring attitude, and teacher's continuous effort as a researcher.*

(2) Impact of the Program

Jung describes her complicated feeling at the beginning of the program as : *I expected vaguely, "there should be some solution.", and thought "I don't have to pay careful attention in this program because I'm just teaching English for elementary school students". I also thought providing the students with visual aids, some chances of role plays, and repetition chances are enough in the English classroom. At the same time I felt some burden not to fall behind the young teachers, and afraid if I couldn't respond well to the professor's questions.*

But as she was participating in the training, she could have chances of experiencing and practicing new teaching-learning theory.

methodology and activities. This helped her to clear up her afraid about English teaching, and have clear concept of teaching which she would be using according to the situation. Above all, she reflected upon her attitude of underestimation about elementary school English teaching. Lastly, expressing her impression about several instructors who were enthusiastic, well-prepared, caring, and encouraging in teaching, she convinced: *I became to have a belief that I could be a good English teacher in every aspect.*

3) HS Park's case

Park is a male teacher in his fifties, and he took the training course for the second time. Although he has a long-term teaching experience in elementary school, he doesn't have any experience of teaching English. He volunteered to take this course and teach English because he had been interested in English teaching. He mentioned that he liked this training course and he went through a lot of change in his beliefs about teaching English during this course.

(1) Evolution of beliefs

Park described the particularity of English teaching compared to other subjects teaching. He stated : *Because we have teaching-learning experiences of other subjects, we can make our teaching these subjects effectively which is suitable for each learner, but because we don't have any teaching experience of English and we are short of professional knowledge, I doubt the effective teaching and learning of English.* But in his second journal, he pointed the particularity of English teaching as : *the students cannot acquire English naturally because of the differences between the first language acquisition and the second language acquisition. Especially because of the cultural difference and the foreign language learning setting, the teacher should seek appropriate setting and teaching methods for English teaching.*

Regarding the roles of teacher and student in a language

classroom, at the beginning of the program, Park believed : *a teacher is a model for the students and an identifying object of the students. And a teacher should make lesson plans, practice and evaluate them to have better ones. A student's English learning ability should be a clue for the teacher to find out the problem and improve his teaching.* In his second journal, he pointed : *a teacher should be a model and a co-worker with students. A teacher should facilitate an atmosphere for student-centered communication so that students could have confidence and interest in learning English.*

For effective English teaching method, in his first journal, he believes: *a teacher should give the students confidence and courage, he should have a good command of English, he should present the subject clearly, and he should study new theory and teaching materials continuously to develop himself.* But in his second journal, he realized about effective English teaching methods as : *although there are no specifically effective methods, but as I consider the students' practical communicative competence, I should focus on the improvement of the students' communicative competence using various teaching methods, techniques, and materials.*

He believed that the most important thing in elementary school English classes is the teacher's teaching ability, students' motivation, and teaching-learning materials to be used. But in the second journal he added : *a teacher should have a good command of English and enough preparation of classes to have confidence about his own teaching and to manage interesting classes.*

In his first journal, reflecting upon his own teaching experience, he showed his belief that: *because students' ability can't overpass the teacher's quality, the teacher should keep to have continuous self-training and trial to improve his qualification according to the change of the time.*

(2) Impact of the program

As we have seen in the above section, at the beginning of the program, Park did not think of the particularity of English teaching as language teaching related to the nature of language. But we can

see that he is broadening his concept about English teaching into its uniqueness as language teaching at the completion of the course. Especially he is emphasizing *communicative competence* in every subject in his journal. He is pointing that the systematic and concrete lectures in TESOL theory and its application classes provided him with the clue for real practice in the field and he will use it as a basic direction for his future teaching. He also listed several instructors' names who gave him strong influence. He stated that he could have chances to design and present creative activities with other teachers in their classes, and could meet those instructors' enthusiastic attitudes and various techniques which he will be able to use as sources for his future practice.

VI. SUMMARY OF FINDINGS

The purpose of this paper was to investigate teachers' beliefs about teaching English in the training program through the teachers' journals. Of the total 208 participants, 75.6%(146 teachers) of the teachers answered there was big or some change in their beliefs about teaching English during the program. We could see that a group of teachers(121 teachers ; 62.7%) who had positive feeling about the program were mostly affected by the program than others. Among them 95 teachers answered their beliefs about teaching English were changed at the completion of the program. The next group of teachers(61 teachers ; 31.6%) who had neutral feeling about the program were also affected a lot. Among them 44 teachers answered their beliefs about teaching English changed. This fact shows that the more the teachers feel positive about the program, the more they are affected by the program and go through some changing process.

The case studies of Park, Lee, and Jung illustrate how teachers' beliefs and knowledge about teaching English developed during the

program. Although we cannot claim all of these teachers experienced a radical shift in their belief systems, we can see that the teachers' beliefs and knowledge evolved through the language of their journals. To see the mechanism by which teachers construct new belief systems during the program is not a simple matter. But we can induce some commonality from their journals. They think the theory classes of the first week influenced a lot on their belief systems, then in language learning activities classes and language skills classes they tried to apply these newly shaped beliefs and knowledge as both language learners and practicing teachers. The teachers were also affected by the instructors as being good or bad examples for their own teaching situations.

As a whole, the factors which influenced teachers' belief systems during the program are summed as follows :

First, participating teachers' positive and active attitude toward the program did an important role, although teacher's attitude toward the program depends on the program itself as well as the teacher's own personality.

Second, the systematically linked three segments of the program helped the teachers to reshape their belief systems effectively.

Third, the faculty members' trial to make coherent approach to instruction, which was communicative approach, revealing their individual specific teaching styles, helped the teachers develop their knowledge and beliefs about teaching English.

VII. CONCLUSION

1. Implications of the study

Teachers' journals presented the factors which helped teachers reconstruct belief systems during the program. They showed that participating teachers, program, and faculty members altogether helped the teachers develop belief systems during the course. To

influence the teachers' belief and knowledge systems in a desirable manner, teacher educators should pay more careful attention to this structure. In designing a training program, teacher educators should rethink the importance of the theory course, which usually is a knowledge-basis for the teachers, and they should give the teachers more chances of the application of the newly acquired knowledge during the training period. As Johnson(1996) states, when the program provides the teachers with the opportunity to change their justifications for what they do, the teachers are really engaged in a process of sense-making.

Another finding from this study is about the role of teachers' journals. Teachers' journals served as one source of information that can help the teachers reflect their previous beliefs and rearrange or build new belief systems about teaching English, and as another source of information that can help us to investigate teachers' belief systems during the course. Reflecting and stating their beliefs through journal writing deserves recognition in teacher training program, if they help the teachers to be better prepared as professional English teachers.

2. Directions for Further Research

Further investigation of the teachers' beliefs in other training programs to compare them with the result of this study could provide teacher educators with valuable implications for a better preparation of a training program for English teachers.

Although the program tried to provide the teachers with experiential learning opportunities during the course, because the teachers' belief systems studied here were developed for a short period, investigating teachers' beliefs further in their school contexts will be a valuable research task. How their beliefs shaped in the training program will influence their practice, and how they will be kept, modified or abandoned in the classroom are all provoking questions.

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