

Pre-service Teachers' Beliefs to be EFL Teacher-Writers: A Case Study

Being a teacher in teaching writing means that the teacher's writing has been shaped as a way to pursue the improvement in quality of his instruction, feedback, and classroom environments. Yet, enjoying writing has been an near-to-incompatible activity for teachers. Thus, this case study aimed to explore how preservice teachers retain their identity and beliefs as a writer in the teaching preparatory course. Ten students were voluntarily involved in a series of interviews and focus group discussion during February to April 2024 and had their lesson plans examined. The findings show that these preservice teachers' beliefs in being a teacher-writer have been insufficiently low. Despite being negatively impacted by their previous experiences at senior high schools, they believed that reshaping their beliefs to be a teacher-writer has been possible, which was shown in the differences of responses in the beginning of the course and the middle of it. Half of them have been showing the progress on which they have been trying to engage in out-of-class writing activities. Yet, their participation in the writing tasks has been staggeringly slow due to their weekly course assignments. Thus, there has been a need to address how classroom instructions in the teaching preparatory course would lessen their cognitive load in the writing process.

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