

CHALLENGES AND LEARNING METHODS OF NOVICE PRE SERVICE TEACHERS STUDYING AT UK UNIVERSITIES

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Abstract

The study investigates challenges on the beliefs, approaches, and contexts of teaching and learning that novice pre service teachers experience while studying in UK academic culture. The study also tries to discover the teachers' preferences on methods of learning they use on their study. The study involves six graduates of MA TESOL as the participants with a mixed method using formal conversation interview, open ended interviews and closed ended interview as the tools for gathering the data. From the research, it is found that there are gaps between the beliefs, the approaches and contexts of teaching and learning that the teachers experienced. An awareness of such challenges is important for teachers, trainers, and curriculum designers working in a change program to meet the needs and resolve the challenges. Finally, it is also found to be successfully learning their study these teachers apply eclectic methods.

Key words: Challenges, approaches, context of teaching and learning, novice pre service teachers

A. INTRODUCTION

Novice pre service teachers in their quest to improve their competence to be qualified, practising language teachers, often take a change program by continuing their study to education institutions overseas or in-country. To fulfil this need, it is essential for the programs provided for these teachers to encompass necessary knowledge, skills and experiences which will equip them comprehensively. However, Macalister (2008) suggest there can be challenges they may experience along the way to be successfully improve themselves. It is therefore, very interesting to explore how the novice pre service teachers experience the challenges and also discovering their views on the effectiveness of various methods on their learning.

1. Burning Issue/s

This research attempts to address the issues about the novice pre service teachers' experiences on the challenges specifically focuses on the challenges on the beliefs about the teaching and learning, the approach to teaching they may be exposed to, the understanding of the context of the teaching and also discovering their preferences on various methods of learning that they use on their study in UK academic culture.

2. Purpose of Study

This research is aimed at exploring and describing the challenges on the beliefs about learning and teaching, the approach to teaching they may be

exposed to, the understanding of the context and the preference on learning methods that novice pre service teachers have on their study in UK universities.

3. Theoretical Perspectives

Firstly, various theoretical perspectives have been proposed for thinking about the English language and English language learning around the world, particularly influential model for understanding English globally by Kachru (1985) that countries where English is the native language, the outer circle, countries with English as a second language, and the expanding circle, countries in which English is learned and used as a foreign language. Within the coverage, Holliday (1994) postulates BANA and TESEP concept to distinguish the way the teaching and learning being practised and promoted in Britain, Australasia and North America and throughout the world. The substantive idea of the concept between BANA and TESEP suggests that BANA approach tends to be more learner- responsive and learner-centred than TESEP, and less curricular constrained. Related to this issue, teacher education programmes can also be affected by the differences between BANA and TESEP since the participants and also the educators on the programmes may value one of these approaches. For example, the pre- service teachers who have been taught by a government education system with national curriculum closely aligned with a TESEP approach can have teacher educators whose professional development has reflected a BANA approach. In this context, it can happen that many of the materials used on the teacher education programme as well as the policy documents are originated from BANA contexts which is clearly is illustrated in Papua New Guinea and Vietnam contexts (Joskin, 2013; Nguyen, Crabbe, & Newton, 2015). Despite the popularity of BANA education to the TESEP learner world wide, it is assumed that there are gaps between the expectations and the reality that the learners may encounter on the process of their study. It is therefore, crucially important to explore the challenges to learn the learners' cognition on their study.

Secondly, throughout the years, numerous methods to the teaching and learning of language have come and gone in and out of fashion (Griffith and Parr, 2001). The revolutions of these methods have raised an awareness of the options that the language learners like to use on their learning (Griffiths, 2008).

4. Previous Related Research Reports

This research follows some research addressing on the issue of challenges on studying in different teaching learning environment and also the learning methods. The researches are as follows:

- Research on approaches to teaching an information text of Malaysian pre-service teacher training programme by John Macalister (2011)
- Research on contextual factors, methodological principles and teacher cognition of the students from adult education college in southern England by Rupert Walsh and Mark Wyatt (2014)
- Research on Challenges in Language Teacher Education of the Malaysian teachers studying in New Zealand by John Macalister (2014)
- Research on Strategies and Good language learners on international students studying in Auckland, New Zealand by Carol Griffith (2008)

- Research on teaching and learning methods and good language learners studying in Auckland, New Zealand by Carol Griffith (2008)

5. Thesis statement/research question/problem

- What are the challenges on the beliefs about the teaching and learning that the novice pre service teachers have experienced on their study at UK universities?
- What are the challenges on the approach to teaching they may be exposed to on their study at UK universities?
- What are the challenges on the understanding of the context of the teaching that these novice pre service teachers have experienced on their study at UK universities?
- What are these novice pre service teachers' preferences on various methods of learning that they use on their study in UK academic culture?

6. The scope of the study

The scope of the research includes three coverage. Firstly, this research investigates the challenges that the teachers experience which is limited to the challenges on the beliefs, the approach, and the understanding of the context of teaching and learning. Secondly, the research also covers the investigation on the participants' preference of the methods of learning which includes 10 methods such as Grammar-translation; Audiolingual; Communicative language teaching; Functional; Situational language teaching; The Natural method; The Direct method; Total physical response; The Silent way; and Suggestopedia. Finally, the research scope is limited to the exploration of the pre service teachers who are the graduates from UK universities in a small case study.

In addition to the scope of the research, the researcher includes the assumptions that may limit the research in same ways. Firstly, the researcher employs individual interviews in order to understand the participants' experiences on the challenges studying in UK universities and also their learning method preferences. The general assumption of this research is that the participants communicate honestly and sincerely during the interviews. This study is vulnerable to criticism that human beings sometimes deceive and misunderstand what has occurred to them. Secondly, the study is aimed at constructing ideas on the challenges the participant experienced and their learning methods. Based on this, therefore, the findings of the study cannot explain the participants' ideas on other issues on their study. Thirdly, the study engages purposeful sampling where the informants are chosen according to certain criteria such as nationality, gender, field of study, duration of time in UK, and so forth (see method of research for detailed discussion). It is assumed that purposeful sampling attempts to discover pattern specific group of participants. For this reason, the findings of the study may not have wider applicability. In order to widen the scope of the study, further research is essential.

7. Definition of terms

- Challenges in this research refers to the experiences that the participants encounter that are different from their own and create a gap for adjustment

- Belief in this research is defined as the concept that the participants follow as the guidelines on their teaching and learning.
- Novice pre service teachers in this research refer to young and new teachers (whether they are civil servant or contract teachers) who have just graduated from their education and have not had many experiences on teaching.
- Methods of learning in this research are defined as all ways of learning language which include 10 methods such as Grammar-translation; Audiolingual; Communicative language teaching; Functional; Situational language teaching; The Natural method; The Direct method; Total physical response; The Silent way; and Suggestopedia.

8. Review of the literature

This research adopting theories about challenges on further education for pre service teachers proposed by Macalister (2014) which includes the concept of challenges on the beliefs, approaches and the teaching learning contexts. Besides the theories by Macalister, in exploring the learning methods of the learners, the researcher has adopted the concept of learning preferences and theoretical ideas proposed by Griffith (2008). The detailed descriptions of the theories are explained as follows.

1. The challenges on the Beliefs of pre service teachers towards their study

It is generally understood that since the pre-service teachers have had experiences that built up their opinion and concept about good or bad teaching which may unconsciously formed throughout their ‘apprenticeship of observation’, this apprenticeship should not be underestimated because it can be “a weak intervention” onto their further study (Lortie, 1975; Richardson, 1996). The teacher educators on the contrary, may have moved well beyond their apprenticeship. Supporting this, Macalister (2014) claims that through professional development and experience as teachers, the teacher educators are likely to hold beliefs and possess knowledge that are different from those of the pre-service teachers they teach at the teacher training institution. Yet, these two sets of beliefs may produce a conflict varying on the similarity of experience. Macalister (2014) further postulates that “if teacher education is delivered in a fairly homogenised setting where their participants are familiar with the same education system and where they may be colleagues of the same society who share a first language or a nationality, then the conflict may be relatively placid”.

2. The challenges on the approaches of teaching

Holliday (1994: 3) asserts that there are influential and powerful dichotomies between the approach to language learning and teaching practised which was promoted in Britain, Australasia and North America (BANA) with the approach found in tertiary, secondary and primary sectors throughout the world (TESEP). Macalister (2014) suggests that it is essential to highlight that TESEP is practised in BANA countries and that BANA practices can be found in various TESEP settings. Though some of the characteristics of BANA have

emerge on the TESEP environment due to the global transfer of technology and communication nowadays, there is one peculiar characteristics of BANA which is still strongly shown on many Asian education systems that is adopted in this research that is about the curricular constraint of the education. According to Macalister (2011:67), “the education generally applying a method, one decreed by the curriculum with the learning goals and teaching styles are conditioned as it is uniformed nationally”.

3. Challenges on the Context of the teaching and learning

Holliday (1994) suggests that in the context of teaching and learning which is popular in BANA environment a learning group ideal is important. The principles suggest that the group and pair work are effective learning modes and can be most effectively set up and monitored in small classes. As, the majority of BANA classrooms have fifteen or fewer students, an emphasis on learning through group practice, and substantial teacher control over what students say and write, therefore the teacher has to be ready to hear what students say and to be able to provide repair where necessary. The emphasis is thus on precise classroom management and there is a strong classroom regime. However, in many TESEP environment, teachers emphasize on oral communication (Tomlinson, 1990; Nunan, 1987) with the nature of the classroom group is likely to be fixed by the institution in a large class. Although the teacher-centredness of more 'traditional' approaches is said to exercise unnecessary authority, this authority is based on transmission of subject matter, and is not managerial in nature.

4. Learning methods

Learning methods is considered the same with teaching and learning methods. Firstly, would be the grammar-translation method, which is viewed by Richards, Platt, and Platt (1992) as relied heavily on the teaching of grammar and practicing translation. The major language skills being focused on this method are reading and writing with vocabulary which is taught in lists and often practiced in form of construct correct sentences. In addition, the language instruction of the teaching and learning with this method often involves translating to and from the target language. In sort, Tarone and Yule (1989) assert that this method tends to be a very teacher- driven method, with very little attention given to the learners' perspectives that it is assumed if leaners simply follow the method they would, as a matter of course, learn language.

In 1960's, audiolingual method grew replacing Grammar Traslation Method as the urgent war- time demands for fluent speakers of languages such as German, Italian, and Japanese. Richards, Platt and Platt (1992) described that the audiolingual method emphasizes more on speaking and listening as the most basic language skills which are viewed as skills that should be emphasized before reading and writing. With these skills emphasis, the audiolingual teaching methods depends heavily on drills and repetition. These practices are supported by the behaviourist who suggests that language is a system of habit which can be taught and learnt on the stimulus, response, and reinforcement basis. Moreover, Stern (1992) asserts that audiolingual theory depends on the automatic patterning of behaviour by mean of rote learning,

repetition, imitation, memorization and pattern practice, so there was no recognition given to conscious contribution of the individual learner.

In the mid to late 1960s, Noam Chomsky (1965, 1968) postulated that all normal human beings are born with a Language Acquisition Device (LAD) which enables them to develop language from an innate set of principles which he called the Universal Grammar (UG). Chomsky's theory of Transformational-Generative Grammar suggests that 'the creative aspect of language use, when investigated with care and respect for the facts, shows that current notions of habit and generalisation, as determinants of behaviour or knowledge, are quite inadequate. Corder (1967) takes Chomsky's view of the learner as a generator of rules by indicating that it is the process of development of underlying linguistic competence and reflect the learners' attempt to organise linguistic input. Thus, in interlanguage, which is explained by Selinker (1972) is viewed as learner errors which is the evidence of positive efforts by the students to learn a new language. In short, the possibility of learners making error and deliberate attempts to control their own learning is supported by this method. Supporting this, McLaughlin (1978) and Bialstok (1978) suggest that the discovery of how learners employ learning strategies to promote the learning of language is important and teachers should be concern not only with 'finding the best method or with getting the correct answer, but also with assisting a student in order to enable him to learn on his own was considered quite revolutionary at the time (Rubin, 1975; Naiman, Frohlich, Stern and Tudesco, 1978).

Next, Krashen (1976, 1977) has challenged the rule-driven theories of the grammar-translation method and the audiolingual method by proposing five hypotheses consist of the Acquisition- Learning Hypothesis; the Natural Order Hypothesis; the Monitor Hypothesis; the Input Hypothesis; and the Affective Filter Hypothesis (Krashen & Terrel, 1983). Krashen believes that conscious teaching and learning were not useful in the language learning process, and any attempt to teach or learn language in a formal kind of a way was doomed to failure. This theory of Krashen was criticised by Gregg (1984) and MacLaughlin (1978) who propose an information-processing approach where students can obtain knowledge of a language by thinking through the rule until they become automatic. Pienemann (1985, 1989), on the otherhand, postulates that language can be taught and learnt when the learner is ready (Teachability Hypothesis).

In 1972, Hymes postulated an important theoretical principle underlying the communicative language teaching movement which was called 'communicative competence'. Canale and Swain (1980) divided the communicative competence into four separate components: grammatical competence; discourse competence; sociolinguistic competence; and strategic competence. This theory claimed that language function is more important than knowledge of form or structure. This belief is supported and promoted by Wilkins (1976) & Widdowson (1978) through various contemporary language learning programs and textbooks. Furthermore, Widdowson (1978) asserts that a communicative approach language can be developed incidentally as a by-product of using it.

Larsen-Freeman (1987) and Tarone and Yule (1989) noted that a greater or lesser extent all of these various methods and approaches have had some influence on the contemporary language learning and teaching field, which has moved away from dogmatic positions of right or wrong and to become much more eclectic in its attitudes and willing to recognize the potential merits of a wide variety of possible methods and approaches. This has created variety of methods of teaching and learning such as situational language teaching (whereby grammar and vocabulary are practiced through situations); the natural method (which emphasises natural acquisition rather than formal grammar study); the direct method (which uses only the target language); the total physical response method (which stresses the importance of motor activity); the silent way (which encourages the teacher to be silent as much as possible); and suggestopedia (which attempts to harness the influence of suggestion, such as music, or art, or human behaviour).

The period after this method were called as the postmethod where people do not adhere to any one rigid methodology but synthesizes aspects of various methods in order to accommodate the needs of the teacher, the learners, and the situation (Bell, 2003; Brown, 2002; Kumaravadivelu, 2001; Tajeddin, 2005).

B. METHOD

1. Research Design

This research attempts to describe and tries to interpret the challenges and the learning methods of novice pre service teachers on their study at UK universities. The study is in form of a case study with a small number of participants and relatively informal research project undertaken from six graduates of UK universities.

2. Data collection

a. Participants

The participants of the study consisted of six graduates of MA TESOL from several UK universities (University of Leicester, University of Manchester, University of Lancaster, and university of Southampton). These participants were mature pre service teachers with ages ranging from 23 to 25 years old and are all at upper intermediate level and had demonstrated a reasonably proficient language learning ability.

In order to have better understanding on their perspectives on the issues, the researcher suggests general descriptions on these participants' background that consist of three aspects namely description of their education in UK, description of their culture similarity and description of their culture differences. The first is about the description of the participants' education in UK universities. In general, their study implies that all of them have just graduated from MA TESOL by coursework (taught subjects). The second is the description of similarity on the graduates. Based on their occupation background, it can be elaborated that the graduates are coming from the same job profession (novice pre service teachers at universities in Indonesia) which may produce the same perception towards education and teaching learning process. In additional, it is also known that from their age, these participants

are not much different (early twenty). This suggests that they have similar age culture to one another. At last, there is the description of differences on the participants. Based on their place of studies it is concluded that they have studied at different universities in UK (Leicester, Manchester, Lancaster, Southampton). Each of these universities may have different academic culture. The participants are also differing in gender (three males and three females) which may build up their different concepts on viewing things. Furthermore, on their language mastery, all of these graduates are considered having very good language mastery to support their study in UK universities (which has English as the academic language). However, it is also found that the participants, in specific, are competent in different language skills. For example, for the participants studied in Leicester university, the language skills that they considered as very competent is the receptive skills (reading and listening) while those graduates from Manchester, Lancaster and Southampton are considered very good at productive skills (speaking and writing). These differences in the mastery of the language skill may contribute something on their perspectives of learning strategies they successfully used on their study.

b. Research Approach

In constructing the research, mixed method is used with two approaches. The first one is a quantitative with closed-ended interview to explore about the participants' preferences on the learning methods and the second is qualitative method to investigate the challenges that the participants have on their study. the qualitative method has three research approaches namely the interpretive paradigm, the emic and the grounded theory approach. In the interpretive paradigm, it is assumed that everything is relative and that people may have different interpretation of reality to one another (Ting-Toomey, 1984). Interpretive paradigm in the research is used so that a better understanding of meanings that individual participants have on perspectives of challenges and learning methods at UK universities. By this concept, the researcher limits herself to constructing the data as an interpretation of phenomenon that are specific for the context of the research. There will be no attempt to generalize the data to other phenomena which could be different in context. The researcher also uses the emic approach to examine the perspective of the participants that have been accumulated into tacit knowledge throughout their education. Since the emic approach requires complete understanding between the researcher and the participants, the researcher conducted the interviews in the Indonesian language, which is the participants and the researcher's native language. Moreover, from a cultural perspective, the informants and the researcher are the same, having an Indonesian culture and Indonesian secondary education. By doing this, the researcher believes that the emic approach will benefit the research by establishing sufficient understanding of the participants and also providing better data interpretations. Finally, the researcher employs the grounded theory approach to develop a theoretical framework from the data and theories found in the literature. There has been research conducted on the perspective of challenges on pre service teachers on continuing their studies and also about their learning methods. It is, however,

has been little attention given to research on Indonesian graduate perspectives on this issues. Because of that, the researcher believes, the grounded approach enables the research to produce new ideas on the issues. Throughout the process of the study, the researcher interpreted the Indonesian graduates' perspectives on the challenges on the teaching and learning in UK universities. The researcher began collecting the data with no hypothesis and constructed her interpretations from the patterns that emerged while processing and analysing the data.

c. Sampling Methods and Criteria

The data were collected using the purposeful sampling method with a snowballing technique. There were three criteria for eligibility:

1. Graduates who have just completed their Master study
2. The graduates are Indonesian.
3. The graduates had been in UK for at least 12- months time.

In general, the criteria above were designed to eliminate demographic factors that might interfere with the data. First of all, the participants chosen are the graduates of MA TESOL (taught) program who are the most obvious scholars who learn and understand about teaching and learning of English. The participants also have just completed their study because the researcher wanted to know their complete experiences of the whole process of the teaching and learning that they have undertaken at their MA program. Nationality is controlled because the research intends to get specific data about this ethnic group. Based on the emic approach, it would be preferable to have participants from the same linguistics and socio-cultural background as the researcher, so that the researcher can have a better understanding of them. Finally, the researcher found it necessary to have the length of stay in UK controlled because the length of time spent by the participants in their study is one of the factors that builds up their in-depth perspectives about the teaching and learning process on their studies. The researcher considered an appropriate minimum time would be around a year (12 months) of the MA study.

d. Methods for Data Collection

This enquiry was conducted through informal conversation interviews, open-ended interviews, closed-ended interview and participant observation with six graduates of UK universities. The interviews were conducted individually with each participant in order to gain rich data. The order of the interviews went from one formal conversation interview, three sessions of open- ended interviews and one closed-ended interview. The researcher allowed time after each interview/session for transcribing, storing and analysing the data. The participant observations were conducted with the friends/colleagues of the participants in order to check the truthfulness of the data findings. This strategy also serves as a means of triangulation of the data. Field notes were made on every participant observation and also on the interviews (informal conversation interviews, open-ended interviews, and closed-ended interview without tape recorder). Each interview session, for each participant, lasted around twenty-five minutes to half an hour (the interviews were conducted in two months from October – November 2016 over the weekends). Most of the

field notes were written by hand and then typed into computer for accurate storage. The researcher also made some memos of the interviews and observations that contained her thoughts on the data. The researcher notes on the interviews were translated and transcribed into written English and stored into the computer. Then the results were sent through emails to the participants for member check. When the data were approved by the participants, the researcher stored the data for accurate referencing for of the analysis.

e. The nature of questions in the interviews

First of all, to answer the research questions about the challenges the graduate encounter on their study, the researcher used informal and open ended interviews. The informal conversational interview was used for several reasons. Firstly, it has helped the researcher to build up a positive image of the research by providing sufficient time for the researcher to describe general ideas of the research so that the participants understood the concept better. Secondly, the informal nature of the interview is useful as a channel to build up the participants' confidence, and in this way, the researcher can understand the participants better. By the time the informants were feeling more relaxed about the research, the researcher moved to the open- ended interview that focused on more detailed data. It cannot be denied that there is inevitably a control on the focus of the open-ended interview. However, the researcher eliminated any structured questions; for example, the researcher did not use pre judgemental questions, in order that rich data and flexibility of natural conversation still could be maintained. Second of all, to answer the questions about the learning methods used, the researcher uses closed-ended interview, where the participants being asked the same sets of questions about their learning method preferences based on well developed concept made by Griffith (2008). As this data is conclusive in nature and is quantifiable, the answered can be easily coded and categorised into ranks. For detailed guidelines of all forms of the interviews, please refer to the appendices (appendix 1 – 3).

f. Procedure for Data Analysis

Procedures for data analysis in this research include:

1. Studying literature about challenges on novice pre service teachers' education and their learning methods
2. Making plans about the stages of data collecting and the research as a whole
3. Observing the participants and planning schedule for interviews
4. Interview the participants, transcribing, taking notes
5. Having member checks with the participants to clarify the data (during each session)
6. Having participant observation
7. Compiling and classifying the data (fragmenting, labelling, categorizing, selecting, identifying patterns)
8. Peer debriefing with colleagues
9. Writing the draft of data analysis

10. Setting aside the data to allow refreshment, then reviewing them again to construct deeper understanding
11. Rewriting the analysis and checking the participants for affirmation revision
12. Writing the final version of the research into a research based paper

3. Trustworthiness of Data Collection and Data Analysis

For the quantitative data of this research, the researcher employs face validity with the construct of interview items as follows:

1. Grammar-translation with 3 questions (no. 1-3)
2. Audiolingual with 2 questions (no. 4-5)
3. Communicative language teaching with 5 question (no. 6 - 10)
4. Functional with 1 question (no. 11)
5. Situational language teaching with 1 question (no. 12)
6. The Natural method with 1 question (no. 13)
7. The Direct method with 1 question (no. 14)
8. Total physical response with 1 question (no. 15)
9. The Silent way with 1 question (no. 16)
10. Suggestopedia with 1 question (no. 17)

(For detailed guidelines of this closed ended interview, please refer to appendix 5).

The interview for this quantitative data consisted of 17 items which the participants were asked to rate from 1 (strongly disagree) to 5 (strongly agree) according to their preference of the methods in learning. The interview was completed and analysed with SPSS. The average ratings of each item was also calculated and ranked.

Next, for its qualitative data, the researcher followed the method for building trustworthiness of the data collection suggested by Lincoln and Guba (1985): credibility, transferability, dependability and conformability, by employing the following techniques:

1. Persistent Observation

The researcher took time by participating in the WhatsApp group with some of the participants. The researcher did this in order to know a lot more about their real day today experiences on their study, which then would make the data gathering make sense to her and make it easier to describe.

2. Triangulation

The researcher talked with some other graduates who are also the colleagues of her participants to verify the data she collected from her observation and interviews. In addition, the researcher used resources from books and journals which relate to her research topic to clarify some of the philosophies of perceptions toward challenges on novice pre service teachers' education and their learning methods.

3. Field Notes

The researcher kept field notes on the data from observation, triangulation and the informal conversation interview or open-ended interview. These data were types into computer with entries and line numbering as a referencing system.

4. Peer Debriefing

The researcher was debriefed by some of her colleagues to discuss many aspects of the research in detail such as the result of the data findings and the analysis of the data. The researcher had a lot of input from them throughout the process of the research.

5. Member checks

The researcher had formal member checks with the participants through emails and face to face meetings to check the accuracy of the notes of the interviews in each session before it was written for analysis. A member check was also conducted on the final draft (of all sessions) before it was written into the research.

6. Thick description

The researcher provided comprehensive descriptions of the research context so that anybody who is interested in the issue could see in detail the whole process of the research and also analyse its transferability.

C. FINDINGS AND DISCUSSION

The findings of the research and the discussion are organised in pointers based on the issue of the research questions as follows:

1. The challenges on the Beliefs about teaching and English

From the data, it is found that the graduates' beliefs on the teaching and learning were challenged during their study in UK particularly about the role of standard pronunciation and productive skills. Firstly, the graduates were taught in curriculum of education where pronunciation variety is accepted. So, as long as people understand them there will be no problem with their accent. When studying in UK, this has become a challenge as standard good pronunciation (standard Received Pronunciation) is demanded for English students especially because they are also English teachers. Secondly, these graduates were from a very strong oral culture that direct communication skill is most important. They believe that as long as they can talk about the information they learn then they certainly master the lesson. In UK, the exposure of written culture is very strong that reading and writing are mostly emphasized where these students should produce a lot of academic writing. Because of these, they need to write their ideas and also read a lot of resources which are not easy for them to do. As the beliefs are rather different from their own, these graduates gradually change their concept by learning harder to master standard pronunciation and productive skills in order to successfully do well on their study. At the moment, after they graduated from the study, they strongly believe that standard pronunciation and productive skills are most important for English teachers and even though the teaching they have right now does not pay much attention to these aspects, they encourage their students to master those especially because they expects that the students will pursue higher study to overseas country and gain international experience as well.

Besides those two beliefs that have become challenges for the graduates, these graduates believe that the focus of teaching and learning especially related to grammar and vocabulary is also different in their own education culture and the one in UK. These graduates have had education belief that the teaching of English classes is usually test driven with routine and rote learning. As a subject, the teaching of English grammar and vocabulary, for example, often focus about the mastery of the theory that is characterized on the tests. When they were studying in UK, they found that these two aspects are also crucially important. The different is that the focus of the teaching of grammar and vocabulary are mostly on the ability to use these aspects cohesively with other skills in a writing product. So, the skills are not tested on just the theory stage but also on practice where they need to use them well. Facing this challenge, they try to have more practice on using the grammar and vocabulary on their actual writing with various topics in order to produce good writing product. At present, these graduates also firmly adopted the principle on their teaching and they begin to teach their students to be capable using the grammar and vocabulary on their productive skills rather than familiarize them with just the concept and theory for the testing purpose.

2. The challenges on the approach

It is found that the challenge the graduates have on the approach related to the concept of curricularly constrained teaching. Since they have passed through a government education system and have been taught following a national curriculum they believe that the approach somehow is the same. In UK institution, they found that the education is having less curricular constrain that not everything should be regulated in detail by the government that the teachers have the freedom to contribute in with the method, media and evaluation they wish to use to achieve the best teaching result.

3. The challenges on the context of teaching and learning

It is reveal from the findings that the graduates have faced challenge on the context of the learning while they were studying in UK institution. In this matter, the graduates understand that since the classes they took was generally smaller than the class in their home country, the teaching can facilitate more on individual attainment. Therefore, the given tasks are very personalized and measure higher level of mastery such as analysing, evaluating or producing some written/spoken works. The graduates also admit that with personalised task they had on the classes, the autonomous learning is strongly emphasized. As they used to have rather guided learning with a lot of teacher centred and memory route learning, the development of their autonomy is fairly slow on the first few months after their arrival. But, they asserted that to be successfully manage their study, they began to challenge themselves to be more independent and self directed on their learning. And at the end, after graduating, these learners believe that autonomous learners are the best learners and that they should develop their students to be ones.

4. The preferences on learning methods

It is found from the analysis of the closed ended interview on the learning methods used by the graduates that being active, interacting with others and concentrating on skills make the highest rate of all methods, while the desire to use media and hearing spoken language also rates highly, followed by learning through tasks, repetition, memorisation and learning how language functions. Five more items (relating to a liking for a pleasant environment, correction, use of the target language, a natural learning environment and a particular learning situation,) rate in the neutral to agree range (3 to 4). The item reverses and falls into the disagree range (less than 3) are having silent teacher, translating to and from the first language and memorizing grammar rules.

As the graduates are taught mostly by contemporary trends on the teaching methods, they absolutely criticise too much teacher talk. Furthermore, the study also reveals quite interesting findings from the comments of the graduates that they enjoy using combination of the methods on their learning, or being eclectic, depending on the materials they learn. Some other graduates also mentioned that they find learning from online discussions and videos uploaded by their teachers in YouTube are also very helpful for them. These interesting findings suggest that these graduates' channels of learning have been expanded and they have enriched themselves with various source of learning that is abundantly available around them. Complete result of the interview on this matter can be seen on table 1 as follows.

Table 1. Results of interview regarding preferred learning methods

No	I like to learn English	Rate
1	By being active	4.8
2	By interacting with others	4.7
3	By concentrating on skills	4.7
4	By using the media	4.5
5	By hearing language spoken	4.5
6	By means of tasks	4.3
7	By repeating the language many times	4.3
8	By memorizing vocabulary	4.3
9	By learning how language functions	4.2
10	In a pleasant environment	4.0
11	By having all my mistakes corrected	3.8
12	By using only the target language	3.7
13	In a natural environment rather than in a classroom	3.5
14	By learning the language related to particular situations	3.2
15	From a teacher who is silent as much as possible	2.5
16	By translating to or from my first language	2.3
17	By memorizing grammar rules	2.2

From the findings, there are some propositions that can be addressed on the issue. Firstly, though the research is a small case study which does not imply any of the conclusions to generalised anything, there are however, some implication that can be suggested for the teaching and learning. First of all, with the gap that the pre service teachers have on the challenges on the beliefs, approaches and the teaching and learning context, therefore there should be a crucial role teacher education programmes should perform which Macalister's (2014) claims as a dissonance role that is necessary in the designing of a change programmes by carefully considering the learners' perspectives or what Borg (2003: 81) define as the "unobservable cognitive dimension of teaching" or teacher cognition.

In addition, adopting one of the approaches suggested by Wong (2011) about professional development program, that is a reflection on the learners' prior language learning experience, it is imperative to identify the similarities and differences on the content of professional development between countries, especially when there is a program manage for pre service teachers coming from different education background. The reflection is primarily will benefit the professional development program when there is an adjustment made to fit in with the mismatch that occur between these teachers' cognition, the reality and the future that they will encounter on their teaching later on. Following suggested approach by Macalister (2014) for this matter, there is an 'effect reflecting forward' approach that designs the teaching context to include aspects necessary from the learner, and require the learners to make reflection about how to use their new experiences from their study to the real teaching context they will face ahead. This approach is expected to support and prepare the learners to be confident with their experience and can encounter their future classroom realities better.

Next, on the preference of learning methods, the research suggests that the teachers tend to be very eclectic that rather than using one method, they gave moderately high rankings to a wide-ranging of methods they use on their learning. In addition, the research also implies that the teachers have mastered the methods well and that they are confident with variety of methods they can adopt to suit themselves and their learning goal with an end result to ensure they produce better learning. These findings support Tarone and Yule (1989: 10) ideas that eclecticism involves 'picking and choosing some procedures from one methodology, some techniques from another, and some exercise formats from yet another rather than trying to decide whether lesson procedures, techniques, or formats fit in with some pre-determined theory". In short, as Larson-Freeman (1987:55) postulates that "it is not uncommon for teachers today to practice a principled eclecticism, combining techniques and principles from various methods in a carefully reasoned manner in order to create significant learning results".

D. CONCLUSION AND RECOMMENDATION

It can be concluded from this research that there are challenges that the novice pre service teachers under the study experiences on their study such as challenges on the different beliefs, approaches, and contexts of the teaching

and learning. On the different beliefs, they are particularly on the role of standard pronunciation, productive skills, and the use of grammar and vocabulary cohesively in a writing product. The challenge on the approach is specifically on the concept of curricularly constrained teaching while on the challenges on the contexts of teaching and learning is on the concept of small class with personalised tasks.

There are some implications that can be suggested from the research for the teaching and learning. First of all, with the gap that the pre service teacher have on the challenges on the beliefs, approaches and the teaching and learning context. Therefore, there should be a crucial role teacher education programmes should perform which Macalister's (2014) claims as a dissonance role that is necessary in the designing of a change programmes by carefully considering the learners' perspectives or what Borg (2003: 81) define as the "unobservable cognitive dimension of teaching" or teacher cognition. In addition, adopting one of the approaches suggested by Wong (2011) about professional development program, that is a reflection on the learners' prior language learning experience, it is imperative to identify the similarities and differences on the content of professional development between countries, especially when there is a program manage for pre service teachers coming from different education background. The reflection is primarily will benefit the professional development program when there is an adjustment made to fit in with the mismatch that occur between these teachers' cognition, the reality and the future that they will encounter on their teaching later on.

On the learning method preferences, the research has found that being active, interacting with others and concentrating are the methods of learning that the novice pre service teachers on this research enjoy the most. Listed after that, is the desire to use media, hearing spoken language, learning through tasks, repetition, memorisation and learning how language functions. Another five methods related to a liking for a pleasant environment, correction, use of the target language, a natural learning environment and a particular learning situation are rated in neutral to agree range. The least preferable methods for these teachers are having silent teacher, translating to and from the first language and memorizing grammar rules.

In addition, from the research it can also be concluded that the teachers are taught mostly by contemporary trends on the teaching methods where they enjoy using combination of the methods on their learning, or being eclectic, depending on the materials they learn. Another interesting finding suggests that these teachers' channels of learning have been expanded that they have enriched themselves with various source of learning that are abundantly available around them. The implication of these findings for teaching and learning would be that teachers need to be resourceful, flexible and ready to adapt and try a variety of methods in order to help their students achieve success in language learning.

Finally, this small case study has raised noteworthy questions for further research such as the possibility for exploring the further on the gaps between teacher's cognition and the higher education program suitable for them. On the learning methods, it is particularly interesting to conduct further research with

bigger participants to see similarity or differences on the research findings. Lastly, the study also suggested that future research can focus to explore the challenges facing by the pre service teachers with education they get on their own native environment to see whether the challenges somehow similar or different.

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