

3. Teachers' Beliefs

1. Effective teaching

- **Having high expectations**
- **Acknowledging individual differences**
- **Monitoring progress and providing feedback**
- **Encouraging student responsibility**
- **Building positive relationships**

But these attitudes / abilities can be undermined by various factors

2. Constrains in effective teaching

Effective teaching is crucial for fostering student success, but several factors can undermine a teacher's ability to create an optimal learning environment, including

- **the diversity of learning styles among**
VARK model (developed by Neil Fleming in 1987)
 - ✓ **Visual(seeing and observing things)**
 - ✓ **Auditory (listening and speaking)**
 - ✓ **Reading /writing (learning through words)** Learners who prefer interacting with text
 - ✓ **Kinesthetic (hands-on experience)**
- varied ability levels
- insufficient teaching materials
- overwhelming workloads
- lack of professional development opportunities

Effective teaching can be undermined by teachers themselves. How?

The beliefs teachers hold about teaching and learning can *strongly* influence (and sometimes undermine) the effectiveness of their teaching

3. Teachers' beliefs

What do we mean by "belief"?

a belief is a kind of knowledge that is **subjective and experience-based**. Raymond (1997) defined the term belief as a **personal judgment formed from experiences**.

EFL teachers' beliefs are personal constructs of their practical EFL learning and teaching experiences, and these beliefs are also formulated as a result of their experience and interaction with their social and cultural context ' ABELSON 1979, Connelly and Cladinin 1988)

Teachers' beliefs are very difficult to define and evaluate Why?

1. Culturally bound

- Teachers' beliefs about education, teaching methods, and student behavior are shaped by
 - ✓ the culture they grew up in,
 - ✓ the educational system they experienced, and
 - ✓ the cultural norms of their society.
 - ✓ For example:

2. Are formed early in life

Teachers' beliefs often stem from their own **schooling experiences**.

3. Are resistant to change

Teachers' beliefs are usually formed over many years—through personal schooling experiences, training, teaching practice, and interactions with colleagues, students, and parents.

HANDOUT (sources of beliefs)

4. Teachers' beliefs about themselves:

Teachers' beliefs play a critical role in their overall effectiveness

In the classroom. The way teachers perceive their own teaching abilities not only influences their day-to-day actions but also shapes their long-term professional growth and job satisfaction.

These beliefs can be divided into two broad categories: **positive beliefs** and **negative beliefs**.

5. Teachers' beliefs about learners

The Influence of Teachers' Beliefs About Learners on Classroom Practices

Teachers' beliefs about learners significantly shape their views on education and have a direct impact on classroom practices.

Teachers can see their students as:

a- Resisters

Some students may be viewed as **resistant to learning**

This belief can lead to the assumption that **force or punishment is the most effective way to overcome resistance.**

b- Receptacles

In this model, students are seen as passive "**receptacles**" that need to be filled with knowledge.

The emphasis here will on the direct transmission of information from teacher to student.

c- Raw Materials

Students can be molded or shaped into finished products.

This approach carries the risk of manipulating students, shaping them according to predetermined ideas or expectations rather than allowing them to develop their own identities and potential.

d- Partners

In this approach, the teacher and students are regarded as **partners** in the learning process. Teachers here emphasize collaboration and joint discovery over the traditional teacher-student hierarchy.

e- Individual Explorers

In such a case the teacher acts as a facilitator rather than the primary source of knowledge.

6. Teachers' beliefs about learning

The question of what makes a good teacher must ultimately be concerned what and how and how much learners learn and what exactly that learning is for

Teachers can really be effective if they are clear in their mind what learning is, they will know what kinds of learning outcomes they want their learners to achieve.

These beliefs about learning deeply affect classroom dynamics, as they guide the strategies teachers use to engage and support their students in meaningful, effective ways.