The Transformation of Pre-Service Teachers Pedagogical Beliefs During Vocational Teaching Practice

Harini[1], Ista Maharsi[2]
[1,2] *Universitas Islam Indonesia, Indonesia*
Corresponding Author : ✉ 21322061@students.uii.ac.id

ARTICLE INFO	ABSTRACT
	Teachers' beliefs facilitate students' learning and shape their future professional endeavors. Although many studies have investigated teacher's beliefs in teaching, how pre-service teachers' beliefs were reflected in their teaching practicum still needs to be explored. This study aims to describe how pre-service teachers implement their teaching beliefs during their teaching practicum in a vocational high school. One female pre-service teacher, aged 22 years old, participated in this study. Data were collected from a semi-structured interview. Data were analyzed inductively following Braun and Clark's thematic analysis. This study has four findings. First, the pre-service teachers believe that students are responsible for educating students, encompassing professional, social, and personal aspects. Teachers must deliver curriculum-appropriate material and ensure the content is relevant to students' interests and future career aspirations, especially in vocational schools. Secondly, the pre-service teachers believe that teachers can assess students' performance through rewards to enhance students' talent and integrate the assessment into their learning experience. Thirdly, pre-service teachers believe that teachers play roles in the classroom as mentors and authority figures who create a supportive and engaging learning environment while maintaining control and discipline. Fourth, the linearity of learning assessments and activities can evolve to suit learning assessments and activities to the developmental needs of students who may struggle with them. Pre-service teachers' beliefs can help create a more meaningful learning and engaging educational environment that promotes students' academic success.
Key Word	
How to cite	https://pusdikra-publishing.com/index.php/jetl
Doi	

INTRODUCTION

Teachers' beliefs significantly influence their strategies for instruction and the educational potential provided to students (Borg & Sanchez, 2020). Martinez et al. (2024) claim that teachers' beliefs mediate how they conceptualize and implement educational and instructional environments, influencing their

educational strategies and interactions with students, which can enhance successful learning outcomes. However, Armin et al. (2021) state that teachers' pedagogical beliefs facilitate the development of more student-centered approaches and support professional development initiatives for educators to enhance their teaching practices continuously. In line with Muliyah and Aminatun (2020), teachers carried out the teaching processes by following the sequence of enthusiasm, exploration, elaboration, and confirmation. Furthermore, Borg (2003) highlights how teachers' experiences, professional learning, and classroom realities shape their instructional beliefs and decision-making processes.

According to Asare and Amo's (2023) findings, pre-service education efficiency and teachers' confidence needed more consistency. However, mentorship is essential for helping pre-service teacher training through practicals, and as a result, it has been thoroughly investigated (Ellis et al., 2020). Following the instruction, pre-service teachers underwent some changes in practicum (Dang et al., 2024) to influence their instruction strategies and the potential for students to gain insight (Borg & Sanchez, 2020). However, the important tools for building teachers' practical knowledge consist of reflecting on their classroom experience (Allas et al., 2020), requiring teaching practicums to provide an understanding of how function and social groups are intertwined, building practicum knowledge, and inferential knowledge, developing practical tools, and engaging the mentor in the process of joint reflection and encouraging pre-service teachers' thinking (Tiainen & Lutovac, 2022).

Based on these considerations, the researcher decided to describe a case study on implementing pre-service teacher beliefs in English language teaching and learning in a vocational high school context. Vocational schools need a more functional and applicable approach because English language teaching often prioritizes literature, grammar, or standardized test preparation. Some language learning approaches cater to workplace communication, technical instruction, and professional interaction skills that match industry needs and ensure that students prepare for work. Therefore, the research questions guiding this study are as follows:

Teacher belief is a comprehensive and complicated set of components that influence teachers' perceptions, judgments, and behaviors in educational settings (Pajares, 1992; Qiu et al., 2021). Implicitly, without their cognitive awareness, teacher views might influence their actions and methods of instruction (Clark-Goff et al., 2016). In addition, the existence of teacher beliefs is thought to be intricately integrated structures (Beck, 2015; followed by Zheng, 2015), meaning the teacher's beliefs are thoughts, conceptions, and

understandings held psychologically by teachers regarding the teaching and learning process that are both implicit and explicit. Interestingly, teachers can be aware of and express several of their clearly stated concepts (Ding et al., 2019); respondents in this study explore a combination of implicit and explicit perspectives, and principal teachers recognize and can express precedence beyond their implicit convictions. In contrast, Dang et al. (2024) discovered that, while evaluating participants' implicit and explicit views, the perspectives teachers were aware of and could articulate trumped their implicit beliefs. As a result, belief modification has become a key priority in language teacher education (Borg, 2015).

However, teachers' beliefs influence their professional development and practice by influencing people's ability to perform effectively with others (Al Mubarokah & Pradita, 2022). According to Agudo (2014), teachers' beliefs impact their teaching and learning process approach. As an outcome, belief evolution (the process these convictions adapt repeatedly) evolved into a key topic in instruction for language teachers. As an outcome, belief evolution (the process by which these convictions adapt repeatedly) evolved into a key topic in instruction for language teachers (Wyatt, 2018). Given the importance of perspectives in the professional improvement of pre-service teachers, teacher educators must better understand how their beliefs change.

Entering teacher education programs suggests that some of these teachers' initial beliefs were unclear and inappropriate studies (Buehl & Beck, 2015; Richardson, 2003) have recorded significant changes in pre-service teachers' beliefs (Hoang & Wyatt, 2021) that derive from their prior learning experiences (He et al., 2011). Pre-service teachers will hold initial beliefs about teaching and learning in lesson planning, delivering lessons, and reflecting on those practices (Richardson, 2003; Yu et al., 2025) and be contradictory to the input provided by the teacher education program (Clark-Goff et al., 2020). These prior beliefs may thus significantly inhibit pre-service teachers' acknowledgment and acceptance of new information and adventures if they differ from what they have learned (Mansfield & Volet, 2010). Fortunately, those opinions have changed. The strength of pre-service teachers' early views determines how well they will perform in their professional education program. During a brief educator training program, certain preconceived notions could be "so powerful as to be unsuitable to transform (Richardson, 2003; Yu et al., 2025). Such views of educator preparation may play a significant role in influencing the ideas of aspiring educators and, therefore, are more amenable to modification.

The investigation found that educator training has developed into a systematic strategy for changing pre-service teachers' perspectives (Borg &

Sanchez, 2020). Skills and experiences gained during the teaching practice influence pre-service teachers' concepts more than instructional strategies training (Debreli, 2012; Qiu et al., 2021). They respond to teachers' learning and teaching experiences (Buehl & Beck, 2015). Even though more consideration has been given recently to developments in pre-service teachers' beliefs (Hoang & Wyatt, 2021), the ways and reasons why viewpoints shift during their teacher education program have been limited. Earlier research examined These modifications in the context of pre-service teacher training students.

Previous research has indicated that teachers in training may modify in various ways, such as reordering their views regarding teaching features based on their relevance or reversing a belief when embracing an opposing viewpoint (Cabaroglu & Roberts, 2000; Huang et al., 2021) concerns the belief that a variety of teaching approaches can be utilized in a variety of situations using tactics learning. Qiu et al. (2021) suggested that pre-service teachers' trust cannot be witnessed or measured directly; it must be assumed from what the individual believes, plans, and practices. Furthermore, beliefs should be updated (Yuan & Lee, 2014) as they refine the views to reflect fresh perspectives from teaching practicum. In reality, pre-service English teachers require opportunities to reflect throughout their teaching practicum since these times help them to combine theoretical understanding of language instruction with practical classroom experience. Many demonstrate a comprehensive comprehension of teaching theories and practices when allowed to teach, which will grow more relevant via reflective experiences (Heryatun et al., 2021).

RESEARCH METHOD

This study was carried out at a Yogyakarta vocational secondary institution. Jennie (pseudonym), a pre-service teacher completing a teaching practicum at the school, participated in it. Data were gathered through semi-structured interviews, which served as the primary tool for gathering data. They enabled structured questions and flexibility to explore emerging themes in participants' responses to pre-service teacher education in vocational schools.

The following six procedures were used to evaluate the data using Braun and Clarke (2006): 1. Getting acquainted with the information you have: Data transcription (if required), reading and re-reading the data, and noting initial ideas. 2. Creating first codes: The investigators collected information pertinent to each coding and methodically classified intriguing aspects of their findings throughout the entire collection of data. 3. Looking for recurring themes: assembling all information pertinent to each subject and grouping codes into possible themes. 4. Examining the themes: creating a thematic map' of the

analysis and verifying that the themes apply to both the coded extracts (Level 1) and the complete data set (Level 2). 5. Establishing and determining themes: Provide precise definitions and titles for each subject, to improve the overall narrative the study conveys, ongoing investigation is required. 6. Creating the report: The last chance for analysis. The choice of striking, captivating extract samples and the ultimate evaluation of chosen extracts according to the research question and literature produce a scholarly report of the analysis.

RESULT AND DISCUSSION

Beliefs About Teacher Responsibilities and Tasks

Based on the researcher's interview, Jennie implemented her responsibility in the classroom during the teaching practicum activities. She demonstrated this:

> "*It is not just that we teach them that day, and then they forget or will not use it in the future so that they can continue to remember or use the material. Then we also have to adjust to their interests or their majors.*"

In addition, she tailored her teaching to align with students' future career interests and aspirations, thus making the materials relevant and indicating the possible change of learning materials to suit students' interests and needs. Jennie also demonstrated this:

> "*We adhere to the syllabus on the content; it is part of the Merdeka curriculum, and there is a Learning objective flow that the English teacher has made. For example, why does she choose the appropriate material type because she is a teacher at a vocational high school? The knowledge could be related to their majors, allowing them to apply what they learn to other lessons.*

The statement highlighted the teaching methods that involve engaging and reinforcing techniques and demonstrations of relevant applications to improve students' long-term retention of the material. She demonstrated this:

> "*For example, we set the deadline for the fifth date, but the student says, 'No, miss, do not do it on that date. 'we have to be firm in something like that because, as our responsibility is to be teachers, we have to be firm too. For example, if students exceed the deadline for the collection, it could also be even stricter that the assignment is not accepted.*"

Beliefs on Enhancing Students' Performance Through Rewards

Jennie believed integrating rewards or appreciation into learning activities can effectively assess and enhance students' performance. She demonstrates this:

> *"We hold quizzes to measure some students' understanding of the material we convey before entering the exam if there are usually tts or daily tests. Besides points, we give rewards in class, such as applause or praise, like a good job or excellent, so if they successfully answer,"*

However, Jennie also assessed her student's performance well by following the text genre they taught in class. Jennie presented this:

> *"At the same time, she uses problem-based learning texts to measure students' abilities with analytical exposure to study actual issues and express their arguments about an issue in a text. For assignment grades, some remedial are scored from 10 to 100. While the activeness score consists of points, she gives an asterisk or a mark if the student completes the task well and understands."*

Moreover, Jennie attempted to increase student participation by giving prizes so students could pay attention and follow the class well. She also presented this:

> *"On that day, there were quite a lot of learning activities, so at the end, I gave rewards, for example, snacks or many marks like asterisks; if not other than that, I later added more points, as stated in the notes, and that will be submitted to the teacher so that he can process the score. So we must talk to the teacher to know what kind of points to give active students".*

Beliefs on the Teacher's Role in the Classroom

The learning environment also influences how well the setting fosters learning. It was consistent with the interview results that Jennie claimed.

> *"We have to be close to the students but still have control of the class; they still have to see us as teachers, not as friends who they can be, like, disobey, so yes, we have to be able to take students' hearts."*

Jennie helped the homeroom teacher, who had incorporated the students' overall performance evaluation. This approach, the idea based on immediate rewards, can motivate students and reinforce their engagement and effort during intensive learning sessions. This rule, followed by the teacher's position as an inspiration, necessitates the ability to inspire student learning development. Jennie presents this:

> *"The important thing was that it was daily, so she knew how the students understood the material. Do the students understand the material, or does she have to change the material, or does she have to repeat it?"*

Beliefs of Linearity of Learning Assessment and Activity

Jennie believed that modern learning assessments and activities evolved to match the developmental needs of today's students, who often struggle with purely textual and traditional methods. Instead of relying solely on assignments

and worksheets, teachers are integrating new, dynamic activities that better engage students and facilitate their understanding. This approach involves incorporating interactive and practical elements into the curriculum, allowing students to keep up with learning in ways that resonate with their experiences and capabilities. This activity aims to create a more effective and engaging educational environment that meets contemporary student needs. Jennie illustrates this:

> '*I follow the student's development whose learning style may be too textual and cannot do assignments in a book-focused or assignment sheet-like way. I collaborated between new learning activities with interesting learning styles so students can follow the learning well*'.

Furthermore, Jennie adjusted the learning assessment and activity with the right strategy when laboring the learning method from project-based to task-based learning. She believed that it could run more smoothly and enhance the learning experience for students by supporting their comprehension of the material taught. She illustrated this:

> "*This adapts once more to current circumstances in the area, so we have to collaborate on the assessment activities to adjust to task-based learning again to adjust the learning activities in the classroom to adjust the material to be more in line with the task approach suitable for management majors.*"

Discussions

Teachers' pedagogical beliefs play an important role in the strategies that lead to the teaching and guide their actions to obtain information that can be improved. Decision-making related to instruction and practice depends on their beliefs (Almunawaroh et al., 2024). In addition, teachers' pedagogical beliefs are also important for separating teachers' basic ideas from their additional beliefs and seeing the relationship between beliefs and practices in a particular situation (Gao & Cui, 2024). Furthermore, teachers are responsible for pedagogical assignments and for assisting both leadership and academics in improving students' quality of education (Borch et al., 2024). In the domain of language learning, teachers' pedagogical beliefs exert a pivotal influence on curriculum and instruction planning as well as on classroom management (Almunawaroh & Steklács, 2025). In line with (Riyanto & Sayer, 2022), teachers are responsible for ensuring that students learn, remember, and apply content in the future to create a more meaningful and sustainable educational experience, focusing on preparing students for future academic and professional challenges. Therefore, teachers' actions and decisions regarding instruction and practices regarding teaching strategies, teacher-centered

teaching, or student-centered teaching depend on their beliefs. Teachers' pedagogical beliefs indicate that teachers with student-centered beliefs design their teaching to focus on students, where teachers plan their lessons to allow students to construct knowledge, for example, through engaging discussion (Almunawaroh & Steklács, 2025). Therefore, teachers' learning beliefs and class realities can shape teachers' practices, especially in the English language as an unfamiliar language. The instructional activities that teachers select also represent and increase their learning perspective. Teacher beliefs can change teachers' practices and provide opportunities for teachers' development, in which teachers' beliefs play a central role (Gao & Cui, 2024).

Pre-service teachers with strong, well-defined pedagogical beliefs tend to be more confident in their ability to facilitate learning, which can lead to a stronger professional position as an educator. These significantly impact student relationships and educational decisions (Li Yan and Zamri Khairani Ahmad, 2025). Pre-service teacher's responses and appreciation, such as very good, good, excellent, great, and applause, help students feel valued and noticed, increasing their engagement and fostering positive attitudes. This technique is often used in question-and-answer sessions or when students' incorrect answers need clarification (Rosalia, 2024). In line with the study's results, Hossain et al. (2024) stated that motivational feedback focuses on language skill development by encouraging students to participate in learning actively. Tailoring feedback to students' intrinsic motivation and personal goals instills joy and sustained language learning. Motivational feedback also facilitates classroom learning.

The teacher's primary role is to apply learning strategies to their pedagogical assumptions, which center on the learner's dynamic understanding structure. The teacher is increasingly seen as a facilitator who helps students build their understanding through meaningful experiences and active involvement as a transmitter of fixed knowledge. This method highlights the significance of past expertise, learner action, and the ongoing development of cognitive structures (Almunawaroh et al., 2024). Additionally, teachers are both practitioners and learners. Based on ideas and strategies supporting meaningful learning, this reflective dimension pushes teachers to assess and improve their instruction continuously. Adopting this larger perspective of teacher knowledge may better assist students' learning and growth in a complex and constantly evolving educational environment (Rauteda, 2024). In line with Reynolds et al. (2022) research, teacher knowledge includes teaching concepts and strategies, classroom and time management, professional research and development, field practices, teacher assessment, concepts about language and

associated disciplines, reflective practices centered on the role of the teacher as a practitioner, and teaching theories and techniques.

Teachers who uphold teacher-centered pedagogical beliefs tend to apply teaching methods in which students play a passive part. Conversely, teachers with student-centered beliefs adopt instructional approaches in which students actively construct knowledge (Almunawaroh & Steklács, 2025). Cognitive learning-active, interactive, constructive, and reflective learning that fosters the development of thinking abilities and methods to enhance student accomplishment in computational thinking education can be facilitated by student-centered pedagogy, which is praised for its potential (Kong & Wang, 2024). However, through encouraging investigation, teamwork, and introspection, student-centered learning creates chances to grow higher-order thinking and problem-solving skills. This method fosters more cognitive engagement and learner autonomy by allowing students to connect abstract ideas with practical, real-world applications within the computational thinking framework (Woods & Copur-Gencturk, 2024). In addition, a paradigm shift in the teacher's role from knowledge transmission to learning facilitation is required for student-centered learning. These ideas may significantly increase students' enthusiasm to pursue their learning goals when backed by an atmosphere encouraging inquiry and discussion (Bhardwaj et al., 2025).

CONCLUSION

The results of this study conclude that pre-service teachers' beliefs about teaching English during their teaching practice in vocational high schools significantly influence various aspects of their teaching approach. These factors are a perception of response towards learners, their beliefs about assessing student performance through rewards, their understanding of the teacher's role in the classroom, and their perception of the linearity between learning assessments and classroom activities. These beliefs, in turn, shape how pre-service teachers guide students through personalized learning experiences, support talent- and interest-based projects, and emphasize career-relevant skills in line with the curriculum. This approach is essential in vocational high schools, where students often prepare for specific careers, and teachers must demonstrate the value of success in subjects related to students' future professions. These pre-service teachers help motivate students to achieve academic and career-related goals by fostering a practical learning environment.

However, like any research, this study has its limitations. One of the primary limitations is that the beliefs discussed were primarily observed in a

single pre-service teacher, limiting the findings' generalizability. A more extensive sample of participants may reveal additional developments and insights into pre-service teachers' evolving perceptions. Additionally, prospective studies might be helpful even though this study analyzed the teacher perception using quantitative research methodologies by incorporating qualitative or mixed-method approaches. Such methods may provide a more comprehensive understanding of how these beliefs change over time and influence long-term teaching practices in vocational high schools.

Future research could also expand its scope by examining the perspectives of teacher work in different vocational high schools that transcend cultural boundaries. Through implementing this, researchers could gain a broader understanding of the impact of teacher beliefs across diverse settings, which could offer valuable insights for improving teacher training programs and enhancing classroom practices in vocational education.

REFERENCES

Al Mubarokah, L., & Pradita, I. (2022). The Experience of Learning Engagement by Successful Pre-service Teacher during Teaching Internship Program. *Journal of English and Education*, *8*(5), 47–57. https://doi.org/10.20885/jee.vol8.iss1.art5

Allas, R., Leijen, Ä., & Toom, A. (2020). Guided reflection procedure as a method to facilitate student teachers' perception of their teaching to support the construction of practical knowledge. *Teachers and Teaching: Theory and Practice*, *26*(2), 166–192. https://doi.org/10.1080/13540602.2020.1758053

Almunawaroh, N. F., Diem, C. D., & Steklács, J. (2024a). EFL teachers' pedagogical beliefs, pedagogical content knowledge, and instructional material use: a scale development and validation. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2379696

Almunawaroh, N. F., Diem, C. D., & Steklács, J. (2024b). EFL teachers' pedagogical beliefs, pedagogical content knowledge, and instructional material use: a scale development and validation. *Cogent Education*, *11*(1). https://doi.org/10.1080/2331186X.2024.2379696

Almunawaroh, N. F., & Steklács, J. (2025). The interplay of secondary EFL teachers' pedagogical beliefs and pedagogical content knowledge with their instructional material use approach orientation. *Heliyon*, *11*(2). https://doi.org/10.1016/j.heliyon.2025.e42065

Armin, D. S., & Puteri Siregar, A. M. (2021). EFL teacher's pedagogical beliefs in teaching at an Indonesian University. *JURNAL TARBIYAH*, *28*(2), 82. https://doi.org/10.30829/tar.v28i2.1119

Asare, P. Y., & Amo, S. K. (2023). Developing preservice teachers' teaching engagement efficacy: A classroom managerial implication. *Cogent Education*, *10*(1). https://doi.org/10.1080/2331186X.2023.2170122

Bhardwaj, V., Zhang, S., Tan, Y. Q., & Pandey, V. (2025). Redefining learning: student-centered strategies for academic and personal growth. In *Frontiers in Education* (Vol. 10). Frontiers Media SA. https://doi.org/10.3389/feduc.2025.1518602

Borch, I., Sandvoll, R., & Roxå, T. (2024). Academic developers' roles and responsibilities in strengthening student evaluation of teaching for educational enhancement. *Higher Education Research and Development*, *43*(5), 1040–1054. https://doi.org/10.1080/07294360.2024.2315033

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, *36*(2), 81–109. https://doi.org/10.1017/S0261444803001903

Borg, S., & Sanchez, H. S. (2020a). Cognition and Good Language Teachers. In *Lessons from Good Language Teachers* (pp. 16–27). Cambridge University Press. https://doi.org/10.1017/9781108774390.005

Borg, S., & Sanchez, H. S. (2020b). Cognition and Good Language Teachers. In *Lessons from Good Language Teachers* (pp. 16–27). Cambridge University Press. https://doi.org/10.1017/9781108774390.005

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Buehl, M., & Beck, J. (2015). *International Handbook of Research on Teachers' Beliefs*. New Yorg: Routledge.

Cabaroglu, N., & Roberts, J. (2000). *Development in student teachers' pre-existing beliefs during a 1-year PGCE programme*. www.elsevier.com/locate/system

Clark-Goff, K., & Eslami, Z. (2016). Exploring change in preservice teachers' beliefs about English language learning and teaching Iranian Journal of Language Teaching Research. In *Iranian Journal of Language Teaching Research* (Vol. 4, Issue 3). www.urmia.ac.ir/ijltr

Clark-Goff, K., Eslami, Z. R., & Graham, K. M. (n.d.). Mainstream Preservice Teachers' Beliefs about English Language Learning and Teaching: Contextual Factors and Belief Change. In *Journal of Second Language Acquisition and Teaching (JSLAT) (AWP)* (Vol. 26).

Dang, T. V. A., Haworth, P., & Ashton, K. (2024). Pre-service teachers' belief changes in an English for specific purposes teacher education context. *English for Specific Purposes*, *73*, 110–123. https://doi.org/10.1016/j.esp.2023.10.009

Debreli, E. (2012). Change in Beliefs of Pre-service Teachers about Teaching and Learning English as a Foreign Language Throughout an Undergraduate Pre-service Teacher Training Program. *Procedia - Social and Behavioral Sciences*, *46*, 367–373. https://doi.org/10.1016/j.sbspro.2012.05.124

Ding, A. C. E., Ottenbreit-Leftwich, A., Lu, Y. H., & Glazewski, K. (2019). EFL Teachers' Pedagogical Beliefs and Practices With Regard to Using Technology. *Journal of Digital Learning in Teacher Education*, *35*(1), 20–39. https://doi.org/10.1080/21532974.2018.1537816

Ellis, N. J., Alonzo, D., & Nguyen, H. T. M. (2020). Elements of a quality pre-service teacher mentor: A literature review. In *Teaching and Teacher Education* (Vol. 92). Elsevier Ltd. https://doi.org/10.1016/j.tate.2020.103072

Gao, Y., & Cui, Y. (2024). English as a Foreign Language Teachers' Pedagogical Beliefs About Teacher Roles and Their Agentic Actions Amid and After COVID-19: A Case Study. *RELC Journal*, *55*(1), 111–127. https://doi.org/10.1177/00336882221074110

He, Y., Levin, B. B., & Li, Y. (2011). Comparing the content and sources of the pedagogical beliefs of Chinese and American pre-service teachers. *Journal of Education for Teaching*, *37*(2), 155–171. https://doi.org/10.1080/02607476.2011.558270

Heryatun, Y., Sukma Dara Damanik, E., Sultan Maulana Hasanuddin Banten, U., & Sumatera Utara, U. (2021). CHANGING BELIEF OF PRE-SERVICE ENGLISH TEACHERS DURING TEACHING PRACTICUM. *Getsempena English Education Journal (GEEJ)*, *8*(1).

Hoang, T., & Wyatt, M. (2021a). Exploring the self-efficacy beliefs of Vietnamese pre-service teachers of English as a foreign language. *System*, *96*. https://doi.org/10.1016/j.system.2020.102422

Hoang, T., & Wyatt, M. (2021b). Exploring the self-efficacy beliefs of Vietnamese pre-service teachers of English as a foreign language. *System*, *96*. https://doi.org/10.1016/j.system.2020.102422

Hossain, K. I., Ahmed, M. K., & Mahmud, M. S. (2024). A Comprehensive Review on the Impact of Teacher Feedback in Language Development for ESL/EFL Learners. *IUBAT Review*, *7*(1), 218–229. https://doi.org/10.3329/iubatr.v7i1.74421

Huang, J., Wang, Y., & Teng, F. (2021). Understanding changes in teacher beliefs and identity formation: A case study of three novice teachers in Hong Kong. *Teaching Education*, *32*(2), 193–207. https://doi.org/10.1080/10476210.2019.1693535

Kong, S. C., & Wang, Y. Q. (2024). The impact of school support for professional development on teachers' adoption of student-centered pedagogy, students' cognitive learning and abilities: A three-level analysis. *Computers and Education*, *215*. https://doi.org/10.1016/j.compedu.2024.105016

Mansfield, C. F., & Volet, S. E. (2010). Developing beliefs about classroom motivation: Journeys of preservice teachers. *Teaching and Teacher Education*, *26*(7), 1404–1415. https://doi.org/10.1016/j.tate.2010.04.005

Martinez, M. I., Díaz Lara, G., & Whitney, C. R. (2024). The role of teacher beliefs in teacher learning and practice: implications for meeting the needs of English learners/emergent bilinguals. *Language and Education*. https://doi.org/10.1080/09500782.2024.2362305

Muliyah, P., & Aminatun, D. (2020). Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices. *JET (Journal of English Teaching)*, *6*(2), 122–133. https://doi.org/10.33541/jet.v6i2.1756

Pajares, M. F. (1992). Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct. *Review of Educational Research*, *62*(3), 307–332. https://doi.org/10.3102/00346543062003307

Qiu, Q., Xie, Z., Xiong, Y., & Zhou, F. (2021). Belief Change Before and After the Teaching Practicum Among Chinese Pre-Service ELT Teachers. *SAGE Open*, *11*(1). https://doi.org/10.1177/21582440211004934

Rauteda, K. R. (2024). *Bending Back to the Professional Activities: Unveiling the Role of Reflective elopment*. https://doi.org/10.3126/jong.v7i1-2.70230

Reynolds, B. L., Van Ha, X., & Shieh, J. J. (2022). Pre-Primary English Teacher Education in Macau: Investigating a Teacher Educator's Beliefs and Practices. *Education as Change*, *26*. https://doi.org/10.25159/1947-9417/10592

Richardson, V. (2003). *Preservice Teachers' Beliefs*. https://www.researchgate.net/publication/322631663

Riyanto, M., & Sayer, I. M. (2022). Teacher's Duties and Responsibilities. *PPSDP International Journal of Education*, *1*(1).

Rosalia, H. (2024). Investigating English Teachers' Teaching Style on Students' Engagement in EFL Classrooms. *ARRUS Journal of Social Sciences and Humanities*, *4*(6), 657–662. https://doi.org/10.35877/soshum3276

Tiainen, O., & Lutovac, S. (2022). Examining peer group mentoring in teaching practicum and its impact on the process of pre-service teachers' joint

reflection. *European Journal of Teacher Education*. https://doi.org/10.1080/02619768.2022.2122807

Woods, P. J., & Copur-Gencturk, Y. (2024). Examining the role of student-centered versus teacher-centered pedagogical approaches to self-directed learning through teaching. *Teaching and Teacher Education*, *138*. https://doi.org/10.1016/j.tate.2023.104415

Wyatt, M. (2018). Language Teachers' Self-efficacy Beliefs: A Review of the Literature. In *Australian Journal of Teacher Education* (Vol. 43, Issue 4). http://ro.ecu.edu.au/ajte/vol43/iss4/6Retrievedfromhttp://ro.ecu.edu.au/ajte/vol43/iss4/6

Yan Li and Ahmad Zamri Khairani. (2025). Social support, pedagogical beliefs and teacher professional identity among preservice teachers in China: A moderated mediation analysis. *Teaching and Teacher Educatio*, *154*.

Yu, M. H., Reynolds, B. L., & Wang, X. (2025). Exploring pre-service teachers' beliefs and practices in a Macau English language teacher education program. *Asia Pacific Journal of Education*. https://doi.org/10.1080/02188791.2025.2467931

Yuan, R., & Lee, I. (2014). Pre-service teachers' changing beliefs in the teaching practicum: Three cases in an EFL context. *System*, *44*(1), 1–12. https://doi.org/10.1016/j.system.2014.02.002