



## **The Writing Teacher is the (Real) Writer Herself: From Passionate Beliefs to a Professional Journey**

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### **Abstract**

This research portrays the beliefs and practices of a teacher writer which shaping the journey of her professional development as a teacher writer. The teacher writer being investigated in this study teaching English at a one of junior high school in Indonesia. Being a teacher is one profession, so is the case being a writer is another different profession. Thus, become a teacher as well as a writer is a tenuous experience. In addition, such beliefs, experiences, and practices from a teacher writer are thought-provoking to explore, as there were only few to mention the teacher who concurrent as a writer. The data were collected through an in-depth interviews, questionnaires, and documentary studies. The research showed that the teacher's beliefs on the practice of writing are consistent with her practice as reflected on her works as a professional writer. Her writing activities are also published along with her profession as a fulltime English teacher. The findings also revealed that she was actively involved in academic activities as her genuine passion to improve her professional development. Ultimately, this is the pondering that never goes out from full dedication and enthusiasm as a professional teacher writer.

**Keywords:** writing, beliefs, teacher writer, professional journey

### **INTRODUCTION**

The study of beliefs has received much attention from many researchers in the field of language teaching, including in EFL writing instruction. The relationship between teachers' beliefs and their classroom practices has been one strand of the work. The study of teachers' beliefs in EFL writing instruction form parts of the process of understanding how teachers conceptualize their work. In order to understand how they approach their work, it is necessary to understand the beliefs and how those beliefs are implemented in their EFL writing instruction. Teachers' beliefs play a central role in the process of teacher

development (William & Burden, 1997; Yung & Gao, 2013). Changes in teachers' practices are the results of changes in teachers' belief. Meanwhile, the notions of teacher change is multidimensional and is triggered both by personal factors as well as by professional context in which teachers work (McCarthy & Ro, 2011).

Some studies related to EFL writing teachers' belief were conducted in the area of teachers' beliefs and practices in EFL writing (Kesler, 2012; Gao, 2013), discourse of writing and learning to write (Ivanic, 2004), and students' use of writing strategies (Chien, 2012). Additionally, teachers' belief have been found to impact directly on their classroom practices and to determine their reactions to pedagogical innovations for writing instruction (Shi & Cumming, 1995; Tsui, 2003; Yang & Gao, 2013). It has been commonly noticed the way in which EFL teachers teach are potentially varied. How teachers teach these students impacts directly on how the latter learn to write and perform on writing. Unfortunately, the studies which focus on teachers' beliefs and practices are frequently found. Many EFL teachers lack knowledge about composition, tending to see themselves more as teachers of language rather than of writing, as Reichelt (2009) observed in other EFL context. Further, as stated by Richards, Gallo, & Renandya (2012) teachers' beliefs play central role in the process of teacher development. Therefore, changes in teachers' practices are the result of changes in teachers' beliefs. Meanwhile, the many factors might influence the teachers' instruction, such personal factors as well as by professional development which teachers work.

In addition, some significant contribution to understanding the relationship between teachers' beliefs and practices have been made in first language (L1) education contexts. English-speaking countries such as the United Kingdom (Phipps & Borg, 2009, Kuzborska, 2011) and a Spanish-speaking country (Lacorte & Canabal, 2005) are to mention some as the examples. However, studies investigating teachers' cognition in foreign language (EFL) contexts have been limited (Borg, 2003, 2006). There is a glaring different studies of EFL writing teachers' belief which is conducted in China (Yang & Gao, 2013) showed variability in beliefs and practices in terms of their experiences, students' capabilities, self-reflection, and peer- influences. Furthermore, study of this type have so far mainly been conducted either as English as a second language (ESL) setting, such as Singapore (Ng & Farrel, 2003) and Hong Kong (Andrews, 2003), or in Western English as a foreign language (EFL) contexts (Borg, 2009). In fact, not very much in non- Western EFL countries such as Indonesia. Moreover, very limited studies to date have focused on the relationship between university teachers' theoretical orientations and teaching practices with respect to their writing instruction in EFL .

This present study adapted Borg's perspective on teachers' belief. It involves presentation of the conceptual framework of the nature of teachers' writing instruction beliefs and factors influencing the manifestation of these beliefs in classroom practices. Borg (2003) has defined the teachers' beliefs about teaching writing skills covering on the teachers' knowledge, thought, mental models, attitudes, values, expectations, assumptions, statements and vivid memories. Further, those beliefs are then reflected on the four aspects in the classroom instruction (Borg, 2003). They are schooling (knowledge, goal, images, assumptions, perspectives, emotions), Professional

coursework (teacher's teaching experiences, learning, students, subject matter, curricula, materials, instructional activities), contextual factors (teachers' time, students' motivation, expectations, materials, prior experiences inside and outside schools, feedback with standardized test, school and curriculum mandates and society, ) and classroom condition (class size, duration, teacher and student ratio).

Among the four elements as stated by Borg (2003) regarding the teachers' beliefs on EFL writing instruction, this study mainly concern on the teachers' background education as well as their experiences both relate to the length of teaching and their professional development (TPD). Meanwhile, the writing instruction focuses on the models of writing, as there are three popular main models of writing which underlie most of research studies and teaching methodology (Miller, 1998) 'writing as product', 'writing as process', and 'writing as social activity'. Those three models represent different writing activities as the name implied. Writing as product is considered to be the final product of writing activity. As stated by Cahyono and Widiati (2011), this model refers to a 'written text' or 'a composition' which is visible to print, handwritten products, or digital documents as well. Meanwhile, writing as process, as the label implies, process model views writing as recursive activity which consists of various stages such as planning, writing, reading, and revising. And writing as social activity means writing as an act of communication between writer and reader within an external context (Miller, 1998 in Cahyono and Widiati, 2011).

The studies of belief have received much attention from many researchers in the field of language teaching, including in EFL writing instruction. The relationship between teachers' beliefs and their classroom practices have been one challenge of the work to be further investigated. The study of teachers' beliefs in EFL writing instruction form parts of the process of understanding how teachers conceptualize their work. In order to understand how they approach their work, it is necessary to understand the beliefs and how those beliefs are implemented in their EFL writing instruction. Teachers' beliefs play a central role in the process of teacher development (William & Burden, 1997; Yung & Gao, 2013).

It is widely acknowledged that teachers' beliefs significantly correspond with what they do in the classroom, though there are some evidence that teachers' beliefs do not always match with their practices (Kuzborska, 2011). Meanwhile, the notions of teacher change is multidimensional and is triggered both by personal factors as well as by professional context in which teachers work (McCarthy & Ro, 2011). The present study is intended to examine the beliefs and practices of exemplary teachers whose personal teaching experience might contribute to the best practices and beliefs from experienced EFL teachers in writing instruction.

### **Teacher's consistence beliefs and practices**

Many researchers define teachers' beliefs in different ways. Pajares (1992) was one of the first researcher to define teacher beliefs. He asserts that teachers' beliefs as "individual judgment of truth or falsify of a proposition a judgment that can only inferred from a collective understanding of what human beings say, intend, and do" (p. 316). It represents

individual personal knowledge which is constructed from experience acquired through cultural transmission and serves as implicit theories to guide thoughts and actions. Kagan (1992) states teachers' beliefs are important because they are said to influence how teachers teach; however, teachers do not usually articulate their teaching beliefs to themselves or to others and are therefore not aware of their influence on their teaching. This is especially important if there is any discrepancy between what say they believe (their theory of teaching), and their actual classroom practice (their theories in action). Aguire and Speer (2000) define teachers' beliefs in the educational literature focus on how teachers think about the nature of teaching and learning. Despite the differences about beliefs and knowledge, most of teacher's knowledge could be considered as beliefs (Kagan, 1992) and used interchangeably.

Some concepts regarding of teacher's beliefs are also presented in more affective view. Breen (2001) states that individual differences such as intelligence, aptitude motivation, risk taking, and beliefs are thought to influence and even to predict second language (L2) learning success. Borg (2003) says that for most researchers, the term belief is defined as a statement teacher made about their ideas, thought, and knowledge that are expressed as evaluation about what should be done, should be the case, and what is preferable. Borg (2001) proposes that beliefs guide teachers' thought and behavior in the classroom. Furthermore, Yang & Gao (2013) indicate that teachers' beliefs and practices need to be explicitly taken into account in designing and implementing development programs for L2 writing teachers.

An ideal perspective, teachers' beliefs are reflected on classroom instruction or practice. By engaging reflective practice, language teachers can look for inconsistencies between beliefs and practices. Reflective practice requires that teachers examine their values about teaching and learning so they can take more responsibilities for their classroom actions (Farrel, 2004). In order to engage in reflective practice, teachers must move beyond more contemplations of teaching (Wallace, 1998). Moreover, reflecting on practice is a systemic and methodological process (Farrel, 2004). Therefore, teachers can begin to examine their attitudes, assumptions, and beliefs about language learning and teaching.

### **Teacher's beliefs in EFL writing**

A number of studies concerning with experienced writing teacher's beliefs were conducted in different settings and perspectives. Shi and Cummings (1995) conducted a case study of the conceptions of five teachers of second language writing. Pennington's et al. (1997) concern about Asia Pacific study of teacher's composition, and Lee's (1997) conducted a study on Hongkong writing teachers. Also, Yang and Gao (2012) concern on the beliefs and practices of Chinese university teachers. Shi and Cumming interviewed five experienced teachers of second language writing, discovering that each of them conceptualized their work from different perspectives even though each teacher graduated from the same university and had taught in the same ESL program.

In EFL context, the role of grammar in writing instruction is still becoming the main concern. Thus, some studies related to teachers' beliefs about L2 writing and grammar

are also conducted in EFL context (Zhou, Busch & Cumming, 2014; Zhou, 2009). Zhou (2009) asserts that learners were found to be motivated to improve grammar and vocabulary in their writing but lack of knowledge and resources to take effective action for improvement. This study suggests that teachers should help learners raise their awareness of achievable and unachievable goals, identify the origins of their learning difficulties in grammar, and select appropriate contexts for learning academic writing. Meanwhile, Zhou, Busch, and Cumming (2014) show limited correspondence between learners' and teachers' intention for grammar improvement. Learners express strong preference for improving formal grammatical features, particularly verb tenses and clause structure, whereas instructors either reported they had no goals for grammar improvement or sought to improve grammatical complexity and the stylistic appropriateness of text features. However, learners had little knowledge and awareness of these areas. Those previous studies show different teachers' beliefs regarding the teaching grammar and EFL writing.

In the perspective of psycholinguistics, classroom *flow* also contributes to the enhancement of teachers' belief. Tardy and Snyder (2004) concern on the concept of flow (mental state of people at peak moments of experience) provides a tool for understanding more about teachers' practices, beliefs, and values in their teaching. Since flow occurs at peak moments, it can motivate teachers possibly shaping their classroom practices and giving them insight into their teaching beliefs. In addition, Freeman & Johnson (1998) suggests that flow can occur in teaching as the teacher works to interest and motivate students to pursue educational goals and offer a model of the teacher knowledge-base in which teachers' experiences, beliefs, values, and practices play a fundamental role. Meanwhile, in an Asia Pacific wide study of writing teachers, Pennington et al. (1997) report that a gap existed between ideal perceptions of teaching and actual teaching situations, mainly because of "the constraints of the educational system" (p. 131). Pennington et al. suggest that writing teachers in the Asia Pacific region are adapting and adjusting the process approach to suit their individual circumstances. In addition, a study conducted by Lee (1998) discussed the existence of similar gap between teachers' beliefs about the teaching of second language writing and their actual classroom practices in Hong Kong. The 10 Hong Kong secondary school teachers in the study initially stated they believed that textual coherence was more important than grammar and vocabulary in writing, writing instruction, and writing assessment. However, the results of the study showed that such a belief was not reflected in their own practice. It seems that these secondary teachers were more concerned with grammar and vocabulary while teaching ESL writing. These two studies, again showing the mismatch between the teachers' beliefs and their practices in the actual classroom. Those findings strengthen Basturkmen' study (2012) that language teachers' belief systems do not always correspond with their classroom practices.

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tending to see themselves more as teachers of language rather than of writing, as Reichelt (2009) observed in other EFL context. Further, as stated by Richards, Gallo, & Renandya (2012) teachers' beliefs play central role in the process of teacher development. Therefore, changes in teachers' practices are the result of changes in teachers' beliefs. Meanwhile, the many factors might influence the teachers' instruction, such personal factors as well as by professional development which teachers work.

The facts show there is a glaring different studies of EFL writing teachers' belief which is conducted in China (Yang & Gao, 2013) showed variability in beliefs and practices in terms of their experiences, students' capabilities, self-reflection, and peer- influences. This study indicates that teachers' beliefs and practices need to be explicitly taken into an account in designing and implementing development programs for L2 writing teachers. Furthermore, study of this type has so far mainly been conducted either as English as a second language (ESL) setting, such as Singapore (Ng & Farrel, 2003) and Hong Kong (Andrews, 2003), or in Western English as a foreign language (EFL) contexts (Borg, 2009).

### **Teacher Writer's Professional Development**

The notion of teacher training and teacher development has been a debate in the education field. Both teacher training and teacher development are the fields which deals with the preparation and professional development of teachers. Wright (2010) disposes to use teacher's education for elaborating these two terms and defines them as how beginning language teachers acquire knowledge and skills and begin to build a working model of effective teaching. Accordingly, Ashcraft and Ali (2013) achieves that teachers' education programs have conceptualized professionalism as the heart of standards for educators. Further, the role of teacher training is to introduce the methodological choices available and to familiarize trainees with the range of terms and concepts that are the 'common currency' of language teachers whereas teacher development is more inclusive of personal and moral dimensions (Mann, 2005).

Regarding these perspectives, Richards and Farrells (2005) obviously determined that the terms of training refers to activities directly focused on teacher's present responsibilities and is typically aimed at short-term and immediate goals. They also ensure that teacher training involves understanding basic concepts and principles as a prerequisite for applying them to teaching and the ability to demonstrate principles and practices (e.g. preparing the lesson plans, classroom management) in the classroom respectively. Additionally, it involves trying out new strategies in the classroom usually in line with supervision, and monitoring and getting feedback from others on one's practice. Meanwhile, development generally refers to general growth and does not focus on specific job. It serves a longer-term goal and seeks to facilitate growth of teachers' understanding of teaching and of themselves as teachers. it often involves examining different dimensions of a teacher's practices as a basis for reflective review. In conclusion, teacher's training refers to the activities that teacher needs to get involved to acquire certain knowledge and skills while teacher developments are the following implementation of the training activities.

## METHOD

This research employs a qualitative design. In this case, this research design is believed to be appropriate to create some propositions of teacher's beliefs and to construct a theory underlying the phenomenon under the study. Since this study attempts to expose the beliefs and practices of exemplary teachers in teaching writing. Thus, this design is considered appropriate as a proper qualitative procedure used to generate a theory that explains, at a broad conceptual level, a process, an action, or a interaction about a substantive topic (Creswell, 2012), while in this study about teacher's stated conceptual beliefs on writing instruction.

In conducting this research, the researcher has observed and identified a respondent who significantly represent as a figure of a teacher writer. She, using a pseudo name "TD" had been an English teacher for more than 10 years and during her career as a teacher, she actively involved herself as a writer. Her experiences as EFL teacher and as a writer was thought-provoking to share. In this study, the presence of the researcher is very important since the researcher's role is the key instrument. I plan to collect data through in-depth interviews and some documents. In addition, to collect qualitative data, the form of interviews is suitable to understand the central phenomenon and answer the questions in the study (Creswell, 2012). In-depth interviews acted as the main source of data collecting. There will be two kinds of interviews used in this study. They are guided interview and informal conversation interview. The guided interview is used as the primary instrument to collect the data. While, the informal conversation/interview will be used to clarify or obtain supplementary information about particular information discussed in the guided interview.

As the primary instrument, the purpose of the interview is to probe the research's subjects' own views, perspectives or life history and other factors regarding the phenomenon of teachers' beliefs, the subjects' activities. In this research, semi structured interviews with open ended questions are utilized focusing of the stated beliefs of the subjects, their individual perceptions and illustrating in-depth the meaning of the findings. By employing semi structured interview, it will be easier to understand the teachers' belief from the subjects' own perspectives through their own descriptions and assumptions as experienced by the subjects. Thus, the subjects will provide clear explanation in which the questions are necessary and omit or add questions where required.

The participants are selected according to some qualifications. The qualifications involve years of teaching, education background, and their engagement on professional development, such as training program and writing for publication. Since this study is intended to seek and investigate some exemplary EFL writing teachers as role model in teaching writing, the writer also investigates the teachers' record from some documents needed. Students are also involved in this study to check and recheck the data given by the teachers as sources of the data. The students provide information to confirm whether the information given by the teachers are consistent with the practices in the classroom.

## Research Instruments

The researcher employed some instruments in collecting the data. They are **documents** (to select the participants, copies of lecture slides) in depth interview (covering questions about the nature of writing, the role of writing instruction, teaching content and approach, and teacher development. Two types of **questionnaires** are used in this study, questionnaires for teachers and questionnaires for students. Questionnaires are implemented to gain information regarding with teachers' beliefs on EFL writing instruction as well the students' questionnaires also used to confirm information from the teachers' side. **Field notes** is also utilized to record the instructional procedures, interactions between teacher and students, and students' activities. Field notes, are just what their name implies—the notes researchers take in the field. In educational research, this usually means the detailed notes researchers take in the educational setting (classroom or school) as they observe what is going on or as they interview their informants. They are the researchers' written account of what they hear, see, experience, and think in the course of collecting and reflecting on their data. Besides field notes, the researcher also uses **field jottings** in this study. Field jotting is a quick notes about something the researcher wants to write more about later. They provide the stimulus to help researchers recall a lot of details they do not have time to write down during an observation or an interview (Fraenkel and Wallen, 2009, p. 506). The results of interview are transcribed. Then, the transcripts are sent to the participants for verification. Another instruments in collecting the data are **in-depth interview**, **informal interview**, and **focus group interview** are implemented. The in-depth interview is employed to explore the beliefs of the participants or subjects of the research regarding EFL writing instruction. Informal interviews are much less formal than structured or semistructured interviews. They tend to resemble casual conversations, pursuing the interests of both the researcher and the respondent in turn. They are the most common type of interview in qualitative research. They do not involve any specific type or sequence of questions or any particular form of questioning. The primary intent of an informal interview is to find out what people think and how the views of one individual compare with those of another (Fraenkel and Wallen, 2009, p.476).

Meanwhile, in focus group interview, the interviewer asks a small group of people (usually four to eight) to think about a series of questions. The participants are seated together in a group and get to hear one another's responses to the questions. Often, they offer additional comments beyond what they originally had to say once they hear the other responses. They may agree or disagree; consensus is neither necessary nor desired. The object is to get at what people really think about an issue or issues in a social context where the participants can hear the views of others and consider their own views accordingly (Fraenkel and Wallen, 2009, p.452.). The nature of in-depth interview fosters eliciting each participant's interpretation of his or her experience (Charmaz, 2006). After the data collected, the data will be analyzed based on the focus of the study so that it can be easily analyzed into substantive data for each category. In this phase, the data are still in the form of dialogue and idea reconstruction from transcribing the results of interview and any supplementary data from documents.

The interviews were conducted to gain the data of a teacher writer as the major subject of the study. In-dept interview is intended to explore more detailed information regarding the teachers' beliefs and practices in EFL classroom instruction. The following table figures out the blueprint of data collection of the study. The researcher provides some instruments in collecting the data. They are documents (to select the participants, copies of lecture slides) in depth interview (covering questions about the nature of writing, the role of writing instruction, teaching content and approach, and teacher development and also classroom observation. Field notes is also utilized to record the instructional procedures, interactions between teacher and students, and students' activities during the observation.

The data analysis is preceded by transcribing in the results of the interview with the subjects of this study (the selected exemplary teachers). The transcript of the interview will be supplemented with field notes as interviewing the subjects. The results of the interview will be transcribed and the transcripts will be checked as soon as after the interview conducted. This is to assure that the important points of interview is recorded and well-kept. Hence, it is also necessary to be able to grab 'meaning' conveyed by the subjects more comprehensively the context in the interview. Additionally, this will cover the gestures and facial expression of the subjects of the research. The transcript of the interview will be returned to the interviewees to validate the results of the interview. This is important to provide the subjects with the opportunity to review what they have said, to make corrections, and to add or delete points before the analysis started.

Further, the coding process are be employed to serve as main steps in creating some substantive propositions taken from the data. This is in line with Carmaz's statement (2006:46), that in grounded theory, coding is the pivotal link between collecting data and developing an emergent theory to explain data and through coding the data can be defined to see what phenomena is actually happening. Additionally, to obtain supporting data, it is important to get the data from the subjects' portfolios or their vitae. It is intended to figure out the various activities the subjects' documentary sources will also be used to confirm or crosscheck the information obtained from the interview.

Classroom observation is also used in gaining the information concerning with the EFL writing teachers' practices. To confirm the stated beliefs of the exemplary teachers correspond with their beliefs or not. To make a clear description on data analysis, the followings tables is figured out. Trustworthiness is fundamental in ethnographic research. Essentially, it establishes the validity of an ethnographer's observations (Fraenkel and Wallen, 2009). It involves checking what one hears and sees by comparing one's sources of information—do they agree, and, perhaps, some unsolicited remarks from his fellow students. Triangulation here could verify—or not—the student's self-assessment. Triangulation can work with any subject, in any setting, and at any level. Further, it improves the quality of the data that are collected and the accuracy of the researcher's interpretations. It can occur naturally, even in informal conversation (Fraenkel and Wallen, 2009, p.510).

Regarding triangulation in this study, there is a process of confirming evidence from different participants (English teachers and students), data types (observational field

notes and jotting down field notes of the English teachers' teaching practices and in-depth interviews with the research subject). And also, the data collections (questionnaires and observation) regarding the match and mismatch between the teacher writer beliefs and practices due to her professional development.

## FINDINGS AND DISCUSSION

The following parts discussed the findings and discussion which cover teacher's passionate beliefs on classroom instruction, teacher writer accomplishment, and teacher writer professional development. The table below indicates the results of questionnaire regarding the teacher writer's passionate beliefs on specifically on her expectation to the students.

**Table 1.** Teacher Writer's Passionate Beliefs

No	Indicators	Degree of agreement				
		SA	A	N	D	SD
<b>A</b>	<b>Expectations to the students</b>					
1	I believe that all kids can learn	√				
2	I have an "I" make the difference "attitude	√				
3	I emulate positive "can do" attitude	√				
4	I develop passion for learning within each student	√				
5	I maintain high expectation for each student	√				
6	I proactive planning to ensure success by preparing materials in advance	√				
7	I accept responsibility for student achievement results	√				
8	I have high expectations for self as an English teacher	√				
9	I consistently reflect on my teaching	√				
10	I consistently take responsibility how the students can do better	√				
11	I have the best interest of the students that he/she teaches	√				
12	I value what the students say					
13	I practice sympathetic listening to students		√			
14	I develop and encourage students as role models		√			
15	I know the students individually		√			
16	I understand students' learning style and needs		√			
17	I understand students' like and dislikes		√			
18	I understand personal circumstances that affect performance in school		√			
19	I purposely aware of the student cultures		√			
20	I provide opportunities for all students to succeed		√			
21	I have a sense of humor		√			
22	I interact in fun way		√			
23	I have playful manner		√			
24	I model enthusiasm and passion for teaching		√			
25	I take pleasure in teaching		√			
26	I provide learning activities outside the school		√			
27	I inspire students to be lifelong learners		√			
28	I use community circles for group inspiration		√			
29	I read inspiring books		√			
30	I like to play song with students		√			

The teacher writer (TD) has definitely shown high positivism as well as expectation (Q5) for her students and that all students can learn (Q1), the students are heterogeneous that

she would treat them differently (Q2). The sound of positivism is reflected by her statement a 'can do' attitude (Q3). Another intriguing statement is that she developed passion for learning within each student (Q4). Teacher's preparedness also becomes the teacher writer high priority (Q6). Meanwhile, related to teacher's responsibility on students' achievement results (Q7), the teacher writer also demonstrate high alignment no matter what the results are (Q8). Further, she takes full responsibility as English language teacher (Q9). In addition, teacher writer commits on Meanwhile, the students progress to get the better results is the targeted goal (Q10) for the teacher writer. This is also in line with her great motivation in teaching (Q11) as well as how she appreciates and value what the students say (Q12).

Further, the writer teacher also committed to show best performance on her teaching. This is reflected by practicing sympathetic listening to students (Q13). She also develops and encourages students as role models (Q14). She also shows her respect on students' diversity such as being more 'personal' with the students (Q15), understanding students' learning styles and needs (Q16), understanding students' taste (Q17), understanding personal circumstances that affects performance in school (Q18), and being aware of the students' culture (19). Another affective side of teacher writer also shown by providing opportunities for all students to succeed (Q20), having sense of humor (Q21) and teaching in a fun (Q22) way as well as playful manner (Q23). Ultimately, the teacher writer asserts some motivation for herself and for the students concerning with lifelong learning. This can be seen from how she modeled herself for enthusiasm and passion for teaching (Q24). She shows and takes pleasure in delivering classroom instruction (Q25) and her enthusiasm and creativity are reflected by providing learning activities outside the school (Q26). She gives students motivation on how importance to be lifelong learners (Q27). Some activities are also conducted, such as community circles for group inspiration (Q28), reading book activities (Q29), and playing song with students as parts of playful activities (Q30).

### **Teacher Accomplishment as a Writer**

After conducting in-depth interview with the exemplary teacher, the researcher reveals some information regarding teacher's role related to literacy activities. As stated by Barkley (2006), High efficacy teachers confront educational challenges and willingly experiment with newly developed teaching strategies while low efficacy teachers views strategies, such as differentiation, as an unmanageable challenge. Overall, teachers of high efficacy spend more time monitoring their students overall and are able to maintain student engagement in artful ways whereas low efficacious teachers tend to seek out "reliable" students to answer, allow outburst, or even answer themselves, all to avoid the uncertain or incorrect answer themselves.

Despite of her activities as a full time English teacher in SMPN 1 Kembangbahu, the participant using a pseudo name (TD) is also familiar as writer as known as a writer as well. She wrote a number of anthologies, books, and articles published both online and offline. The books she has written entitled "Teacherlicious" and "Generasi 18-21".

The followings are tables which show some teacher's role beyond EFL instruction in the classroom describing her truthful concerns in writing activities.

**Table 2.** Teacher writer accomplishment

Teacher's works	Amount	Produces
Writing Anthology	25 books	Published and has ISBN code
Writing Book	2 anthologies	<i>Teacherlicious</i> dan <i>Generasi 1821</i>
Editing Book	2 book	<i>Diary Guru Megilan</i>
Blog	1	<a href="http://www.trianadewi.com">www.trianadewi.com</a>
Online and offline writing activity		Kumparan.com, detik.com, gurusiana, blogdetik.com, amazingteacher.com
Writing community activist	2	Forum Lingkar Pena, Kelas Inspirasi Lamongan

Based on the table above, it can be explained that the teacher has a belief that is consistent with the practices that she does every day. This can be seen from the achievement indicators and the output of the author's teacher on activities related to literacy. This can be seen from his love of writing which has brought him to 25 anthology works which have all been achieved through the selection of drawing competitions before being compiled into an anthology or anthology that has been published for the general public and ISBN. The second achievement, namely, has produced a work in the form of a book entitled "Teacherlicious" and "Generasi 1821". Teacherlicious books are books that contain the love of the author for his profession as a teacher. Whereas a book entitled "Generasi 18-21" raises learning policies for the people of Lamongan which require students to study from 18:00 to 21:00.

Moreover, being the editor of the "Guru Megilan Diary" in one of the literacy programs in Lamongan district is another achievement from a writer teacher Triana Dewi. Together with around 15 achievement teachers shared the experience of writing and sharing experiences of writing tricks and experiences as an example teacher, OSN champion teacher, and successful teachers led their students to participate in various competitions and activities from the district level at the international level.

Being a blogger, is a manifestation of a TD in becoming a writer. Expressing every important event, specifically through his personal blog at [www.trianadewi.com](http://www.trianadewi.com). In addition, he also writes online on various social media pages such as kumparan.com, detik.com, gurusiana, blogdetik.com, amazingteacher.com. Its activeness and productivity in social media shows that it is very important for a teacher now to "literate" digital literacy considering that currently the millennial generation is very close to the digital world no longer based on conventional print media. In addition, she also actively involve herself in the world of literacy at school, a Triana Dewi also actively participates outside the school environment by being active in literacy communities, such as Lamongan Lingkar Pena (FLP) Forum and the Inspiration Class Community (KI) Lamongan. These communities take part in providing leadership training to students ranging from junior high school, high school, to college students, and teachers in the Lamongan Regency area. besides that they also make real literacy works by making a book together. Moreover, various literacy track record narratives from a writer teacher

who is also a literacy activist in Lamongan Regency that can be used as a role model for students in reviving and cultivating literacy in the school environment.

### Teacher Writer's Professional Development

Having analyzed the data from the documents as the subject's portfolios and interview, it was found that the subject involve in pedagogical competence professional development activities. The summary of the activities of the teacher writer can be seen in the following table.

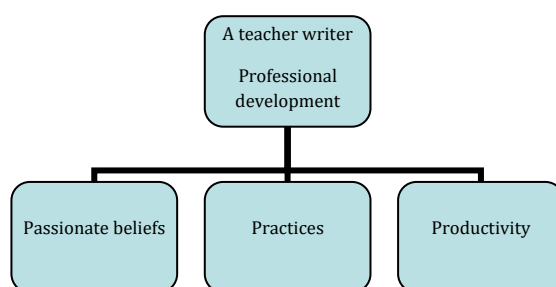
**Table 3.** Subject's Professional Development Activities in terms of Pedagogical Competences

Professional Development Activities	Yes/No
Getting involved in Teacher's Talk Forum (MGMP)	Yes
Attending seminars, workshops, and other teacher training	Yes
Becoming the trainers or facilitator for teacher training and workshops	Yes
Discussing and sharing with their colleagues	Yes
Spending time for individual reading	Yes
Keeping updated on the internet	Yes
Doing peer observation	Yes
Conducting classroom action research	Yes
Having teaching experiences in non-formal institutions	Yes
Pursuing further formal education	Yes
Doing self-monitoring	Yes
Having school in house training	Yes
Doing peer coaching	Yes
Having such a comparative study	Yes
Doing lesson study	Yes
Writing reflective teaching journal	Yes
Getting teacher's certification	Yes

Based on table 2 regarding the summary of professional development efforts taken by subjects, it can be categorized into four main themes. First it related to the most frequent professional development activities undertaken by teachers in general. The activities included getting involved in Teacher Talks Forum (MGMP), discussing and sharing with colleagues informally, being trainers or facilitators, and attending seminars, workshops, and teacher training. In this respect, those frequent professional development activities can be characterized as collaborative or group directed activities since the activities were conducted in collaboration with other teachers respectively.

In addition, individual reading and keeping updated with the information on the internet were also included on the teacher writer professional activities. Further, she explained that she loves reading very much. This is seen from her collection, once the researcher visited her house. Most of her collection are mainly fiction and English literatures. A good reading habit is a way of becoming a good writer. For the teacher writer this is an activity to dig up inspiration for writing.

Another professional development activity undertaken by the teacher writer were doing classroom action research (as this is a compulsory activity must be done by fulltime teacher as stated as school regulation). The activities which is in line with classroom action research is conducting peer observation and collaborative classroom action research. These activities provided a lot of benefits in the context of the improvement of the quality of learning process that affected the students' achievement and could give appropriate solution for the problems encountered by the teachers. With regard to teaching experiences in non-formal institution (such as Community, other school event, seminar, and workshops) and the chance for further education is beneficial for upgrading professionalism.



**Figure 1.** Teacher writer professional development roadmap

Teacher professional development of a teacher writer has shown how her beliefs and practices shaping her productivity in becoming a teacher writer. The combination of passionate beliefs followed by writing activities as a real writer are the key for productivity.

## CONCLUSION

Despite the facts that, many teachers focus on the teaching method and strategies for writing practices, there is very little research on teachers' beliefs are enacted in teaching practices especially in Indonesian context. In this forthcoming study, perhaps teachers can reflect if their current beliefs and teaching practices in teaching EFL writing are worth maintaining, should be adjusted in the light of the current status of the teaching of EFL writing. Hence, teachers' beliefs have a powerful impact in practice of teaching since a teacher's belief constitute the reasons which account for the difference of Indonesian teachers in teaching writing without ignoring the influence of their content knowledge. To meet the writing demands, students definitely need good writing instruction, for which qualified and experienced writing teachers are necessary. Thus, the urge for more research on writing teachers by examining in-depth a sample of experienced EFL teachers' belief and practices in real writing activities. A study on a teacher writer beliefs and practices as an authentic formula in gaining the needs for students to be the writer as well. Since teaching writing is not about the theory, but teaching writing is to act, to write as the writer does. Teacher professional development of a teacher writer has shown how her beliefs and practices shaping her productivity in becoming a teacher writer.

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