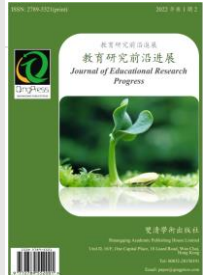




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An Investigation on the Teachers' Beliefs of Postgraduate Students in Master of Education in English

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Abstract: The key to a surge of interest in the study of teacher beliefs is the recognition that teachers are active decision-makers who play a central role in classroom activities and whose behavior is guided by teacher beliefs. To comprehensively understand the teacher beliefs of the 26 postgraduate students majoring in the master of education in English and the role of educational internship on the development of pre-service teachers' beliefs, we investigated and compared them with 100 in-service secondary school English teachers who participated in the "National Training Program" of the university. The data collected from the questionnaires were analyzed using the

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statistical software SPSS21.0. The results found differences between the two groups regarding beliefs about students learning, teaching, classroom management, and thoughts about the teacher-student role. And both groups showed aspects of relatively advanced or lagging development in all four dimensions of teachers' beliefs. At the same time, the pre-service teachers' educational internship positively impacts them to improve and establish correct teaching beliefs and stimulate their innovative teaching and research consciousness.

Keywords: Teacher professional development, Teacher beliefs, Pre-service teachers, National Training Program

1. INTRODUCTION

1.1 Background of the Research

The status and role of teachers in the teaching system and the implementation of teaching are indispensable. Teacher beliefs are the understanding, presupposition, and assertion teachers hold about teaching that they think is correct (Borg, 2001). Teacher beliefs profoundly impact a teacher's professional career and have a prediction of behavior. Richardson (2003) considers teacher beliefs as a relatively stable and lasting cognition of teaching and learning formed in the process of teacher practice. Teacher beliefs include students learning, opinions about teaching, classroom management, and thoughts about the teacher-student role. On the other hand, teacher professional development consists of three aspects: cognition, emotion, and behavior.

The teacher's beliefs directly determine the teaching behavior and effect, which are significant to study the teacher's beliefs of students in M.Ed. English and the impact of educational practice on the development of pre-service teachers.

1.2 Significant of the Research

Education is the foundation of national development in the long run. Due to the English curriculum reform and a surge of interest in studying teacher beliefs, the "National Training Program" guides faculty development. The "National Training Program" was fully implemented by the Ministry of Education and the Ministry of Finance in 2010. Through innovative training mechanisms, backbone teachers in rural compulsory education in central and western China are provided with targeted professional training through a combination of off-job training, centralized training, and large-scale, long-distance training. It is an important measure to improve the overall quality of primary and secondary school teachers, especially rural teachers (Zhang Qingzong, Wu Xiyan, etc., 2015). Teachers play a central role in classroom activities whose behavior is guided by teacher beliefs. Teacher beliefs are vital to teachers' professional quality, which play a positive role in the development of teachers themselves and students, thus promoting education development.

Teachers are the foundation of education and must pay unprecedented attention. The New

English Curriculum Standards for Compulsory Education (2022 version) suggested that teachers should comprehensively consider the four core competence of English discipline: linguistic ability, thinking ability, culture consciousness, and learning ability at all stages according to the development of students, effectively integrate curriculum resources, and optimize classroom teaching. Teachers should constantly improve their professional level, adapt to quality-oriented education, and further deepen education reform. In addition, Fives (2003) pointed out that the compatibility between teaching beliefs and teaching reform goals is the prerequisite and guarantee for the success of any educational innovation. The change in teachers' opinions is a kind of deep-seated teacher development, which has a crucial impact on developing other aspects of teachers' professional structure (Wu Wei, 2012). Only when teachers change the old ideas and build a sound teacher system with neutral working intensity can they accept the new spirit of the education reform of the new era.

2. LITERATURE REVIEW

2.1 Previous Studies on Teacher Beliefs

Influenced by the sociology of education and psychology of teaching and the other education research fields, foreign scholars began to study teacher beliefs and gradually developed the research of teacher beliefs into one of the most active fields in the education research system. Although teacher beliefs have been ignored for a long time in China, research and attention on teacher beliefs are on the rise.

In recent years, empirical studies on teacher beliefs mainly focus on the assessment of teacher beliefs and the influence of teacher beliefs on students' development (Yu Guoliang and Xin Ziqiang, 2000). And Zhang Qingzong and Wu Xiyan et al. (2015) studied the influence of the "National Training Program". Then they found that students majoring in the master of education in English whose teacher beliefs experienced five stages in the practice process. Jing Li and Ma Jingxiang (2012) have a survey on the teacher beliefs of professional English teachers who participated in the "National Training Program" from 2010 to 2011 and proposed that the professional quality of teachers still needs to be further improved. Dong Yuanyuan (2018) mentioned that pre-service teachers are the preparatory army of teachers and believed that educational practice positively impacts teachers' beliefs of pre-service English teachers. As for the teacher beliefs of in-service middle school English teachers, Sun Xiaohui (2022) studied the development characteristics of primary and secondary school English teachers' beliefs and concluded that the teacher beliefs development of primary and secondary school English teachers is influenced by complexity and diversity. Chinese scholars should focus on the study of university teachers' beliefs, with a further survey of connotation and denotation, and on intercultural comparative study.

2.2 Theoretical Framework

The case adopts a case study: investigate the 26 postgraduate students majoring in the master of education in English and compare them with 100 in-service secondary school English teachers who participated in the "National Training Program" of the university. Questionnaires and interview surveys were used to compare the teacher beliefs of 26 postgraduate students majoring in the master of education in English and 100 in-service middle school English teachers participating in the school's "National training program". And a comparative study on the development of pre-service teachers' beliefs in the education practice of 26 postgraduate students in M.Ed. English.

Statistical analysis software SPSS21.0 was used to analyze the data collected in the questionnaire to explore the factors affecting the development of pre-service teachers' beliefs in educational practice. Teacher beliefs will affect teaching behavior. Whether in classroom teaching, extracurricular lesson preparation, and career development, teachers' beliefs directly affect all their teaching activities and then affect English teaching. Therefore, this study has dual implications for the reform of English teaching and the development of English teachers.

Teacher beliefs are the fundamental guarantee of effective teaching and directly affect the quality of education because it greatly impacts teachers' teaching and managing methods.

3. RESEARCH DESIGN

3.1 Research Questions

In this study, the researcher tries to answer two questions:

- (1) What are the teacher beliefs of the 26 postgraduate students majoring in the master of education in English and compared them with 100 in-service secondary school English teachers who participated in the "2021 National Training Program"? What are the differences?
- (2) What is the impact of educational practice on the development of teacher beliefs of the 26 postgraduate students majoring in the master of education in English?

3.2 Research Subjects

In this study, the 26 postgraduate students majoring in the master of education in English from the School of Foreign Languages of a comprehensive university in Hubei Province and 100 English teachers from the "2021 National Training Program" for teaching skills training were selected as the research subjects. They conducted a teacher belief questionnaire survey and an interview on the practice situation of graduate students. The 26 postgraduate students majoring in the master of education in English who can skillfully use English in teaching, translating, managing, and other fields of scientific research

At the time of the questionnaire distribution, the 26 postgraduate students majoring in the master of education in English had completed all the required courses and optional courses:

Chinese and Foreign Educational History, Educational Research Methods, Educational Principles, Psychological Development and Education, English Teaching Design and Implementation, English Teaching Method, English Pedagogy and other relevant courses.

Therefore, this paper believes that the study subjects have a preliminary understanding of primary and secondary school English teaching. At the same time, 100 English teachers from the "2021 National Training Program" are all front-line junior middle school English teachers from Hubei Province. The average working experience in English teaching is 1.3 years, with a median of 1 year. In addition, after a one-semester education practice for the 26 postgraduate students majoring in the master of education in English, the five graduates were randomly selected to conduct face-to-face interviews about teacher beliefs.

3.3 Research Instruments

A questionnaire survey, interview, and comparative analysis were used in this study. To facilitate data collection and collation, we issued an electronic questionnaire for the 26 postgraduate students majoring in the master of education in English. For in-service middle school teachers, we distributed paper version questionnaires to them during the "National Training Program" training.

The questionnaire consists of 3 parts: the first part aims to understand the personal background of the research object, the second part is related to English teaching methods, and the third part is about teachers' views on English learning and teaching in various aspects. Due to different research subjects, the contents of the paper version and the electronic version of the questionnaire are slightly different in the first part. The electronic questionnaire for the 26 postgraduate students majoring in the master of education in English with five questions: "teaching experience", "graduate school (normal university)", "major of undergraduate degree", "year of admission," and "University of the current study". However, in the paper version of the questionnaire issued to the teachers participating in the "National Training Program", we only set the contents of "teaching time" and "graduated school", which involve personal background. In addition, the second and third parts of the questionnaire, the paper and the electronic versions of the questionnaire, are entirely consistent.

After the questionnaire, the comparative analysis of the teacher beliefs of the 26 postgraduate students majoring in the master of education in English and 100 in-service middle school English teachers who participated in the "National Training Program" was made, as well as a comparison of the development of pre-service teacher beliefs of the 26 postgraduate students majoring in the master of education in English

3.4 Data Collection

Data for this study were connected from three sources: questionnaire, interview, and

comparative analysis. In July 2021, we completed the collection of the electronic questionnaires for the 26 postgraduate students majoring in the master of education in English. The paper version questionnaires with incomplete answers were deleted, and 25 valid questionnaires were withdrawn.

The "Questionnaire Star" software directly exported the results. In addition, after a one-semester education practice for the 26 full-time masters of English education at S university in China. Five students were randomly selected and had face-to-face interviews about teacher beliefs. The content of the interview mainly focuses on the four dimensions of student learning, opinions about teaching, classroom management, and thoughts about the teacher-student role. The recorded materials were transcribed, sorted out, encoded, and decoded. The interview was completed in January 2022.

At the same time, the data collection of 100 in-service teachers was completed in July 2021. Ninety-nine questionnaires were collected. Excluding paper questionnaires with incomplete answers, Ninety-five paper questionnaires were collected. The author input the data respectively and proofread each other to ensure the consistency and accuracy of the data. For the rest, we detailedly analyzed the reliability and validity of the questionnaire. After ensuring the validity of the questionnaire, we also made a more detailed analysis of the four different teaching concepts involved in the questionnaire.

4. RESEARCH ANALYSIS

4.1 Results of the Questionnaire

The survey provides a quantitative or numeric description of a population's trends, attitudes, or opinions. The questionnaire adopts a 5-level Likert Scale, and the respondents have to choose one of five answers to make their point.

Likert Scales have various forms of scale. We usually use a 5-level scale, namely, five answer items. The 5-level scale ranges from one extreme attitude to the other, such as "very likely" to "not likely at all", "rarely agree" to "strongly disagree", or "strongly agree" to "strongly disagree"... On a scale of 5 to 1, in this study, level 1 is "strongly agree", level 2 is "agree", level 3 is "neutral attitude", level 4 is "disagree", and lastly, level 5 is "strongly disagree".

In this paper, SPSS21.0 software is used for data analysis to ensure the consistency of data results. The analysis results show the half-point reliability of the questionnaire for the 26 postgraduate students majoring in the master of education in English is 0.895, which indicates that the reliability is the best and the questionnaire results are credible. The validity of the questionnaire was 0.549, indicating that the data was suitable for factor analysis, and the Bartlett test results showed $P < 0.05$, indicating that the questionnaire was valid. The half-point reliability of the 100 in-service teachers group questionnaire was 0.722, indicating that the reliability was

within the acceptable range and the questionnaire results were credible. The validity of the questionnaire was 0.579, indicating that the data was suitable for factor analysis, and the Bartlett test results showed $P < 0.05$, indicating that the questionnaire was valid.

In addition, the questionnaire has four dimensions about teacher beliefs: students learning, opinions about teaching, classroom management, and thoughts about the teacher-student role. The questionnaire was filled out by the 26 postgraduate students majoring in the master of education in English group and the 100 in-service teachers group. The statistical results are shown in Table 3, and it is easy to find that the two subjects experienced almost the same changes in teacher beliefs during practice.

Table 1 Reliability and Validity of the Questionnaires of the 26 postgraduate students majoring in the master of education in English group

Reliability Statistics

Cronbach's Alpha	Number of terms
.895	39

KMO and Bartlett Tests

Sample enough Kaiser-Mayer-Olkin measurements.	.549
Bartlett's sphericity test approximates Chi-square	353.542
Df	171
Sig.	.000

Table 2 Reliability and Validity of the Questionnaires of the 100 In-Service Teachers Group

Reliability Statistics

Cronbach's Alpha	Number of terms
.722	39

KMO and Bartlett Tests

Sample enough Kaiser-Mayer-Olkin measurements.	.579
Bartlett's sphericity test approximates Chi-square	1250.947
Df	703
Sig.	.000

Table 3 Survey Results of Teacher Beliefs(TB) of the 26 postgraduate students majoring in the master of education in English group and the 100 in-service teachers group

Dimension of TB	Specific Items of TB	The 26 Postgraduate Students in M.Ed. English Group	The 100 In-Service Teachers Group	Differences
Beliefs about Student Learning	1. Foreign language learning attitude (Questions: 1, 2, 4, 9, 13, 19, 20)	2.902	2.705	0.197
	2. Learning and communication strategies (Questions: 3, 5, 7, 8, 12, 14, 17)	2.503	2.385	0.118
	3. English learning difficulty coefficient (Multiple Choice Questions: 16, 21, 22, 23)	3.32	3.4	0.08
	4. The essence of language learning (Questions: 6, 10, 11, 15, 18)	2.68	2.38	0.3
Beliefs about Teaching	1. The methods of English teaching (5 of 15)	4, 11, 1, 2, 14	4, 14, 2, 7, 9	/
	2. Views on classroom activities (Questions 24-25)	2.72	2.45	0.27
	3. Interaction between teachers and students (Questions 26-29)	2.47	2.3	0.17
	4. Teacher's clarification (Question 30)	1.8	1.6	0.2
	5. Classroom management (Questions 31-32)	1.94	1.85	0.09
Beliefs about Classroom Management	(Questions 33-41)	2.88	2.955	0.075
Beliefs about Teacher-Student Role	(42 to 43 Multiple Choice Questions)	/	/	/

Through data analysis, there are 43 specific items (*see appendix*) in question seven. It can be seen that many factors lead to the change in teacher beliefs, such as personal reflection, students, teacher strategies, classroom management, and so on.

4.2 INTERVIEW RESULTS

From September 2021 to January 2022, the 26 postgraduate students majoring in the master of education in English had a one-semester teaching practice. Based on each student's career plan and intention, they go to local middle and high schools that partner with the university. After the internship, 5 of the 26 postgraduate students majoring in the master of education in English were randomly selected for a brief interview because they were willing to cooperate with the researchers.

The five interviewees' internship experiences are mainly divided into two parts: the stage of following the class and the stage of lecturing. A series of sightful and insightful changes took place in English teacher beliefs after the practice, indicating that each novice teacher's teacher identity and the variability of teacher beliefs also reflect the profound impact of internship on pre-service English teachers.

The interview results show that educational practice has different degrees and directions of influence on novice teachers' beliefs about students learning, teaching, classroom management, and thoughts about the teacher-student role.

First of all, after facing great inner contradictions and struggles in the teaching workforce, the 26 postgraduate students majoring in the master of education in English as pre-service teachers have improved in teaching concepts to a certain extent. Novice teachers' educational practice has changed their views on typical issues. For example, when it comes to "Whether classroom teaching should be teacher-based.", all five respondents said, "It should not be teacher-based.". The traditional teaching system depends on teachers' cramming teaching, and students can not become participants in classroom teaching. Five pre-service teachers believe that if students' participation in class decreases, their learning enthusiasm will decrease, negatively impacting the overall teaching effect. Quality education emphasizes the cultivation of students' subject consciousness and the development of students' subject spirit. Teachers need to consider taking students as the main body when designing teaching objectives.

Compared with the results of the questionnaire before the internship, the teacher beliefs of the 26 postgraduate students majoring in the master of education in English after the training improved in teaching attitude. For example, the five novice teachers agreed very much with the question: "Oral expression should be conducted in English before there is no good English.", which is better than the result of the questionnaire before the internship of master of education. English learning is a process of continuous accumulation; no one is born to speak fluent English. Even if students' English is not good, teachers should encourage them to speak English bravely and correct students appropriately. And can not make students become "Dumb English" because of the fear of making mistakes. To some extent, educational practice affects the construction of teacher belief and identity and is also a crucial force in the development of novice teachers. From

the interview to explore the inner journey of the five novice teachers, it can be seen that their educational practice is very smooth, and teaching ability and innovation consciousness have been greatly improved. This result comes from the positive guiding effect of educational practice on teacher beliefs, guiding novice teachers to constantly improve and establish the correct teacher beliefs and stimulating their innovative teaching and research consciousness.

5. DISCUSSIONS AND RESULTS

A 5-level Likert Scale was used to analyze and compare the questionnaire results. As shown in Table 3, the average score difference between the two kinds of teachers for all questions is not large and ranges from 0.08 to 0.3. The two groups of teachers had the highest average score on language learning difficulty. The lowest average score on teacher doubts. The most significant difference between the two groups of teachers was in classroom activities, with an average score difference of 0.3 points. The minor difference between the two groups of teachers is the language learning difficulty; the difference is 0.08 points.

Regarding beliefs about students learning, the average score of the students learning shows that the 100 in-service teachers group have more advanced teaching beliefs in foreign language attitude, foreign language learning and communicative strategies, the difficulty of language learning, and the nature of language learning. Teacher beliefs, such as the growth of teachers' teaching practice experience, are changeable.

For example, regarding the difficulty of foreign languages (question 22), the 26 postgraduate students majoring in the master of education in English (69.7%) who are pre-service teachers believe that English is a moderately difficult language, and nearly half of the 100 in-service teachers (49.47%) agree with this view. Of the 26 postgraduate students majoring in the master of education in English, 42.42% believe that learning a language will take 1-2 years to speak a language fluently. 41% of the 100 in-service teachers felt the same way. Notably, one of the 26 postgraduate students majoring in the master of education in English group and three teachers of the 100 in-service teachers group chose "he/she can't speak a language well at all" in this question. So this result reflects that these teachers may have encountered some backward students in their previous teaching, thus affecting their teaching beliefs to some extent. Therefore, different teachers have different beliefs in language teaching beliefs, foreign language attitudes, foreign language learning and communication strategies, language learning difficulties, and other aspects. However, the negative view of students as "he/she can't speak the language well" is not supported. As teachers, we use the perspective of developing to treat students, teaching students following their aptitude, using different teaching methods, and guiding students to learn English properly.

In addition, the 26 postgraduate students majoring in the master of education in English group and the 100 in-service teachers group consistently in the cognitive dimension of learning

and communicative strategies. Only by studying English textbooks can English not be improved. Even if you do not speak English properly, you should speak English, the repetition and practice are the most important thing in learning a foreign language. It can be seen that both groups of teachers attach importance to oral English teaching and cultivating students' communicative competence. However, some teachers agree that "Beginners should correct their mistakes when using English". The results reflect that in the exam-oriented education environment, some teachers have high requirements for the accuracy of student's language learning and cannot tolerate any mistakes in the learning process. Based on this situation, teachers should try to avoid making students become passive learners but should cultivate students to form critical thinking in the classroom learning and self-study and grow in reflection.

Regarding opinions about teaching, the average score of teachers in the "National Training Program" group was lower than that of the 26 postgraduate students majoring in the master of education in English group, except for the views on English teaching methods (5 questions out of 15). The average score indicates that in-service teachers participating in the "National Training Program" have relatively advanced beliefs about classroom activities, classroom management, teacher-student interaction, or teacher confusion. This study identifies the difference is because in-service teachers have more thriving teaching practice and experience. Compared with the 26 postgraduate students majoring in the master of education in English group, the in-service teachers have the real operation and intuitive cognition of classroom activities, classroom management, teacher-student interaction, and teacher clarification. Therefore, there are differences in teaching experience, management ability, professional quality, and other aspects of teachers. Only when novice teachers communicate with experienced teachers can they use scientific and targeted to improve their shortcomings. We also set up a multiple-choice question to further understand each group of teachers' understanding of English teaching methods. We then need them to choose the five sentences closest to their ideas from the fifteen statements. The top five choices for the 26 postgraduate students majoring in master of education in English group were questions 1, 4, and 10,14. Otherwise, the top five choices of teachers were sentences 2, 4, 7, 9, and 14. It can be seen from the results that both groups of teachers have recognition of the statements in the second sentence, question 4 and question 14.

Except for the two groups of teachers' higher recognition of the three questions, nearly half (45.45%) of the teachers in the master of education group thought it was "Language can be regarded as a set of grammatical structures, which are acquired through conscious learning and controlled by language learners." In addition, more than half of the teachers (54.55%) believed that "When students have practiced the language structures used by native English speakers, they will be able to create new sentences with these language structures.". In contrast, the 100

in-service teachers believe that the communication and content of language are more important than the form of language in foreign language teaching. In the current environment of foreign language teaching in primary and secondary schools, teachers should take the initiative to seek changes. English classroom teaching can not only stay in the form of word memorization, text recitation, and question training level. On the contrary, to improve students' language ability, teachers should take students as the center, adopt a new teaching model, and optimize the teaching content.

The relevant belief dimensions involved beliefs about classroom management mainly correspond to questions 33-41 of the research questionnaire. The results in Table 3 show that the average score of teachers in the master of education group is slightly lower than that of teachers in the in-service group. This result shows that the 26 postgraduate students majoring in the master of education in English group clearly understand the concept of curriculum organization. It is understood that the 26 postgraduate students majoring in the master of education in English have set up Educational Research Methods, Educational Principles, Psychological Development, and Education, English Teaching Design and Implementation, English Teaching Method, English Pedagogy, and other courses. These compulsory courses for 26 full-time masters of English education of this schoolmaster not only the correct and advanced view of curriculum organization and related knowledge but also the curriculum setting of the subject teaching (English) major of this school is scientific and feasible to a certain extent. However, theoretical learning is far from enough. The organization of courses needs to be tempered and reflected in practice to form positive educational beliefs and promote professional development.

The last dimension in this study is beliefs about the teacher-student role, which is presented in the questionnaire as multiple choice (unlimited number of choices). In the question "What is the role of Students in English Teaching?", the two groups of teachers chose "partner", "independent explorer", "democratic explorer," and "recipient". Cooperative learning is the main way of English teaching; the teachers also emphasized that students should buried themselves in learning foreign languages. Students are independent explorers of foreign language learning and democratic explorers.

What's more, in the question "What is the role of the teacher in the classroom?", all teachers (100%) in the 26 postgraduate students majoring in the master of education in English group and the 100 in-service teachers group chose the option of "inspirator". In addition, "inspirator" and "mentor" were selected by more than 90% of the teachers in both groups. It is worth noting that the choices: "manipulator" and "center" were chosen by less than 10%, but this choice contradicts the will of the previous question. Nowadays, with the continuous development of the new curriculum reform, teachers should deeply understand "student-centered" teaching. To a certain

extent, this result indicates that some teachers have not absorbed the new concept of "student-centered" curriculum reform.

After a semester of teaching practice, the 26 postgraduate students majoring in the master of education in English group changed their belief in teaching. They realized the transformation from students to novice teachers. Combined with their interview results, it is evident that educational practice and teacher belief profoundly influence each other. Teacher beliefs positively affect teachers' teaching ideas and teaching behavior. Meanwhile, educational practice enables novice teachers to gradually change from focusing on themselves to concentrating on students in real working practice, from self-doubt to constantly improving their teaching.

Novice teachers integrate classroom knowledge with practical educational practice. After the classroom experience, compared with before the procedure, the teacher's faith has improved to a certain extent. They still need to make efforts to innovate teaching ideas, teaching methods, and teaching behaviors.

Therefore, education departments and schools should strengthen the training of novice teachers and help them set reasonable goals for teacher professional development. Secondly, teachers should constantly improve their professional quality. For example, actively participate in professional training to improve teacher professional development activities to achieve the "sustainable development of teacher profession."

6. CONCLUSION

Teachers believe researchers should combine foreign language teaching and teachers' development to realize innovative research breakthroughs. Teacher beliefs are fundamental to teacher development, and educational practice plays a vital role in developing and changing teacher beliefs. In promoting the reform of foreign language teaching, teachers' beliefs influence teachers' teaching strategies and the construction of teachers' identities. Therefore, it is necessary for teachers to cultivate lifelong teacher beliefs.

Firstly, pre-service teachers should know more about themselves and teaching theories. Teachers have a direct and far-reaching influence on students. They must improve themselves, pay attention to being valuable guides, and present their good education thought and behavior. Above all, teachers should form active and open education beliefs about themselves and teaching theory.

Secondly, pre-service teachers should attach great importance to their own beliefs. In promoting teacher development, teacher belief links teacher professional development. The sustainable development of teacher belief requires novice or experienced teachers to learn the theory and actively participate in training. This study concludes that the practice of teacher education plays an essential role in teacher professional development. It can not only positively impact the development of teachers' beliefs but also stimulate new teachers' awareness of

innovative teaching and research, which is conducive to the sustainable development of pre-service teachers' careers.

Lastly, pre-service teachers should strengthen reflection and keep critical thinking. Although the in-service teachers have rich experience, they still can not guarantee the quality of the school mentor's suggestions. A teacher does not grow better until he is equipped with experience and reflection. Pre-service teachers should cherish their time with experienced teachers and be cautious and reflective about everything that happens in school.

Though this study also has some limitations. This study is a case study, and the primary data sources are interviews, questionnaire surveys, and comparative analysis. They are highly subjective, and the subjects may give some inaccurate information due to memory loss or the lack of articulation, which may lead the author in the wrong direction. And the study focuses too much on changing teacher beliefs in English teaching. Although the researcher planned to explore the four dimensions of teacher beliefs, the data analysis was mainly related to English teaching. It may be because the researchers do not get comprehensive answers due to the interview questions.

Knowledge is a treasure, but practice is the key to getting it. Teachers should constantly reflect on theoretical learning and practice, gradually improving their own teacher beliefs and combining them with the reality of every class.

Hopefully, this study can provide positive guidance for the professional development of novice English teachers so they can embark on the road of English education and teaching smoothly.

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Appendix:

Hello, dear students!

Thank you very much for participating in this questionnaire. This questionnaire aims to understand the teacher beliefs of the 26 postgraduate students majoring in the master of education in English. The results of this survey will be used for research purposes only, and no personal information of teachers will be selected in reporting the survey results. To ensure the reliability of the survey, please fill it out according to your situation. Your answers are not right or wrong, so please don't have any worries.

*1. Do you have any teaching experience: (If yes, please fill in the time you have been teaching)

- Yes
- No

*2. Your undergraduate school is:

- Normal University
- Comprehensive University

*3. Your undergraduate degree major is:

*4. Your year of the enrollment is:

*5. What college or university are you currently attending?

[Multiple Choices]

*6. Instructions: Here are 15 sentences of ideas about English teaching methods. Please read them carefully and choose the 5 sentences closest to your ideas.

① Language can be thought of as a set of grammatical structures acquired through conscious learning and controlled by the language learner. Language can be seen as a set of grammatical structures acquired through conscious learning and controlled by the learner.

② As long as the ELL understands what is being said, he is learning the language.

③ When an ELL makes a verbal error, he or she should correct it and then explain why it is wrong, which helps him or her learn.

④ When students are listening to, practicing, and memorizing the language that English speakers use, they are learning that language.

⑤ English language learners generally need to understand grammar rules to express

themselves fluently.

⑥ ELLs should have a lot of oral practice with these more complex language structures when making verbal errors. This will help them learn.

⑦ Language is considered a communication tool that conveys meaning and is learned unconsciously in social and non-academic contexts.

⑧ Once students learn some basic grammatical rules, they can make a large number of new sentences on their own.

⑨ Usually, students should focus more on the content of the language than on the form of the language when expressing themselves in English.

⑩ When students have practiced the language structures used by native speakers of English, they can create new sentences using those language structures.

11 To teach grammar, it is essential to demonstrate grammatical structures clearly, fluently, and accurately.

12 Language is a set of behaviors that must be mastered through extensive practice of the linguistic structures used by native speakers of English.

13 When a student makes a verbal error, it is best to ignore it as long as the verbal content of the expression can be understood.

14 Students should acquire basic listening and speaking skills before reading and writing.

15 They don't need to teach students how to learn English; they can learn it by themselves.

* 7. The following are opinions about various aspects of English learning and teaching that are not right or wrong. Please fill in the numerical code that reflects your genuine belief in the () before the statements of your opinions and opinions below according to your actual situation: 1=strongly agree; 2=agree; 3=neutral attitude; 4=disagree; 5=strongly disagree.

1=strongly agree; 2=agree; 3=neutral attitude ; 4=disagree; 5=strongly disagree

1. Children are more likely to learn a foreign language than adults.()
2. Some people have a special talent for learning a foreign language.()
3. To improve English, it is not enough to learn English textbooks.()
4. Chinese people are good at learning foreign languages.()
5. The critical thing to speaking a foreign language is to have good pronunciation.()
6. To speak English well, it is necessary to know the culture of English-speaking countries.()
7. It would help if you did not speak in English until you spoke it correctly.()
8. Study methods are crucial in learning English.()
9. People who are good at math or science do not learn foreign languages well.()
10. Learning a foreign language in an English-speaking country is the best way to learn it.()

1=strongly agree; 2=agree; 3=neutral attitude ; 4=disagree; 5=strongly disagree

11. One of the most important aspects of learning a foreign language is learning words and vocabulary.()
12. Learning a foreign language with a lot of repetition and practice is important.()
13. Women are better than men at learning a foreign language.()
14. If a beginner is allowed to make mistakes in using English without correcting them, it will be difficult for him to speak English correctly in the future.()

15. One of the most critical aspects of learning a foreign language is learning grammar.()
16. Speaking English is easier than listening to it.()
17. It is vital to listen to tapes for practice when learning English.()
18. Learning a foreign language is different from learning other specialized courses.()
19. People who can speak more than one language also have a high IQ.()
20. Everyone can learn to speak a foreign language.()

1=strongly agree; 2=agree; 3=neutral attitude ; 4=disagree; 5=strongly disagree

21. It is easier to read and write English than to speak and listen.()
22. Learning activities in English classes should be focused on knowledge acquisition.()
23. Learning activities in English classes should focus on developing students' interest.()
24. Students with poor foundations should also have the opportunity to speak.()
25. Classroom instruction should be based on teacher instruction.()
26. Classroom instruction should be based on student practice.()
27. The classroom atmosphere depends on ① the teacher's ability to motivate ② the students' motivation ③ the joint participation of both the teacher and the students.()
28. The teacher needs to explain the exercises to solve some difficult problems.()
29. To maintain a good English learning environment, the teacher needs to maintain classroom discipline.()
30. A bad classroom environment affects my teaching activities in the classroom.()

1=strongly agree; 2=agree; 3=neutral attitude ; 4=disagree; 5=strongly disagree

31. The primary goals of curriculum and instruction should be to develop student self-esteem, a sense of accomplishment, and student initiative.()
32. Teachers should devote more instructional preparation time to static material preparation and assigned homework.()
33. Instruction should follow the school's curriculum schedule to the letter.()
34. The content, process, and evaluation criteria should be completely teacher-driven, and students should not be involved in the decisions.()
35. Teachers should have the autonomy to design the curriculum and inquire about the materials.()
36. The content of textbooks is expertly confirmed knowledge that is not to be questioned.()
37. Instruction should be connected to students' life experiences and take material from life.()
38. The curriculum needs to be designed and developed to match students' interests, needs, and cognitive abilities.
39. The teacher should always follow the sequence of the textbook sections in strict order and make a few changes to the classroom arrangement.
40. English is:
 - A difficult language to learn
 - A relatively difficult language to learn
 - A moderately difficult language to learn
 - A relatively easy language to learn
 - A very easy language to learn

41. If someone spends one hour a day learning a language, how long does it take to become fluent in

that language?

- No more than 1 year
- 1-2 years
- 3-5 years
- 5-10 years
- He/she does not speak the language well at all

42. In teaching English, students should be:

- Resisters
- receivers
- Raw material
- Customer
- Partners
- Independent explorer
- Democratic explorer
- Cooperator

(If you are not satisfied with the options, you can add them)

43. In the classroom, the teacher is

- manipulator
- the center
- the guide
- inspirer
- tutor
- diagnostician
- researcher
- knowledge transferor
- The person who constantly speaks about taking.

(If you are not satisfied with the options, you can add them)

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