

ABSTRACT

REZTY NOVRIANOOR. 2023. "INVESTIGATING PRESERVICE TEACHERS' BELIEFS ABOUT TEACHER TALK IN ENGLISH LANGUAGE TEACHING". English Education Department Faculty of Educational Sciences and Teachers' Training, Siliwangi University, Tasikmalaya.

The purpose of this qualitative research is to investigate preservice teachers' beliefs about teacher talk in English language teaching. Focusing on 4 English preservice teachers in fifth semester, this study seeks to gain an in-depth understanding of preservice teachers' beliefs about teacher talk in English language teaching. The data of this study were collected from semi-structured interviews and analyzed using thematic analysis, to reveal preservice teachers' beliefs about teacher talk in English language teaching. The result showed that preservice teachers believed that teacher talk mostly has a positive impact for teachers in teaching and for students in learning, included: 1) advantages of lecturing, 2) disadvantages of lecturing, 3) giving direction to achieve the learning goals, 4) criticizing to support the learning process, 5) accepting feelings to increase students motivation, 6) accepting feelings as a reflection for teacher, 7) praise or encouragement in motivating students, 8) accepting thoughts to improve students confidence, 9) asking question to check students' understanding. In addition, preservice teachers claimed that their experience as students influenced their beliefs.

Keywords: Preservice Teacher, Teacher Talk, Teacher Beliefs.