

CHAPTER 2

THEORETICAL BACKGROUND

2.1 Language Teaching Awareness

Language teaching awareness is first proposed in 1999 by Gebhard and Ophrandy and defined as a concept to explore the teaching beliefs and practices which provide a lot of approach that could lead the language teachers both in service and pre-service to discover a classroom life into different perspective. This concept intended to bring the language teacher to go beyond the usual way of looking in order to have opportunities to become aware of new things in a very familiar place that is classroom. Clearly that language teaching awareness aims to promote the everyday language teaching into a meaningful discovery for a better language teaching pedagogy.

The approach proposed by Gebhard and Ophrandy (1999) in this concept covers several points for instance, the teaching management and language attitude and behavior towards the language teaching. Gebhard and Ophrandi (1999) marked the approach to language teaching awareness exploration by these following of indicators and assumptions:

2.1.1 Taking responsibility for our own teaching

This approach means that while the exploration is conducted in language teaching, the desire of the exploration and how the draft is going to be modified must come within the explorer. Therefore the authority is fully handed to the explorer, for instances the authority of

teaching, what is going to be done about the language teaching itself and how it is going to be reflected.

2.1.2 The need for others

The need for others means, while the exploration is attained, the discussion with other is needed to reflect the language teaching whether it is with friend, supervisor or student.

2.1.3 Description over prescription

When language teaching is being described, any kind of prescriptions must be avoided, rather the explorations have to remain original and explored naturally with the flow of whatever comes to the mind.

2.1.4 A non-judgmental stance

In this approach, the judgment how language teaching is being done needs to be avoided, or how many things achieved or how good the teaching is, for instance 'I'm really bad at grammar' or 'good job, I'm so good at it'. Those kinds of judgments need to be cleaned up, so that after the exploration is finished the teaching progress could be seen clearly.

2.1.5 Attention to language and behavior

Since this is exploration is in the field of language teaching, of course while doing the exploration the explorer needs to put the value towards the language behavior, such as how the language is used in everyday teachings towards the student, how to make the student understand

about what is being talked about, also about the vagueness of the language used.

2.1.6 Avenues to awareness through exploration

In this point the exploration comes to the awareness of the language teaching such as, problem solving, seeing what happens, seeing what is by contrasting what is done with what it is thought it is done, or considering what it is believed in light of what is done, and clarifying the feelings.

2.1.7 Personal connection to teaching

What is meant by personal connection to teaching is that who the explorer thinks is become and who the explorer thinks are. It is the comparison between what sort of teacher I am and what I am actually.

2.1.8 Attention to process and a beginner's mind

It is through understanding the process of exploration so that the exploration is well accomplished. In this final approach what is attempted to be explored and how it is going to be explored needs to be well understood. Furthermore, a beginner's mind here is when the exploration is carried out it is needed to begin the "conversations, observations, conferences, and other teacher education activities without preconceived ideas about what is should be going on in the classroom" (Gebhard & Ophrandy, 1999, p.17).

Furthermore in this concept Gebhard and Ophrandy (1999) also present the illustration of the concept on how to reach awareness on language teaching itself with self-awareness as the core of the concept. Gebhard and Ophrandy (1999) illustrate the linkages between self-awareness, language teaching and exploratory process as the circle which the self (teacher) awareness as the first circles, and it is followed by the next circles that is language teaching beliefs and practice, and it gets bigger and bigger circle as depicted in *figure 1.1*.

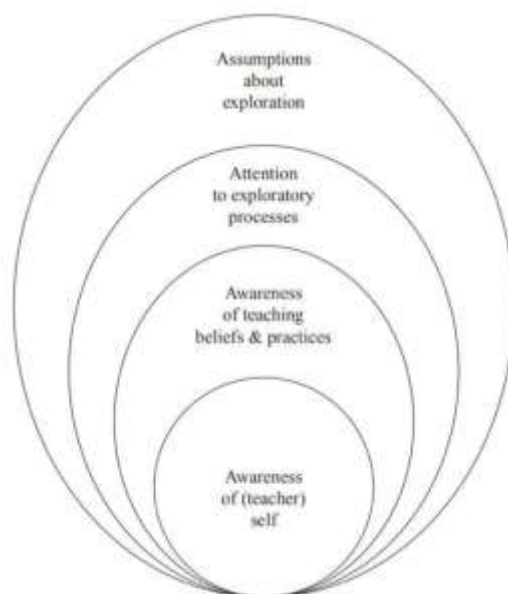


Figure 1.1 The concept of language teaching awareness (Gebhard & Oprandy 1999)

From that concept, it could be concluded self-awareness is the first approach to gain a heightened awareness of who are as teachers as it influences the language teaching practices and beliefs until it comes to the exploratory process and assumption to be reflected by the self (teacher).

In this study, when the assumptions of the language teaching is reflected that is through an everyday dairy writing, the development of language teaching awareness could be reviewed by analyzing and comparing what it is done and what it is thought it is done, by seeing what is believed and what is felt. Those indicators then are reviewed per-week from the dairy so the development of the language teaching awareness is able to be detected.

2.2 Self-Awareness in Education and Language Teaching Practice

“Psychologists and educators usually use the concept of self-awareness to describe one’s ability to think about, talk about, and define feelings, thoughts, and/or actions” (Flavian, 2016, p.89). Self-awareness theory was first proposed by Duval and Wicklund (1972). Duval and Wicklund argued that, at a given moment, people can focus attention on the self or the external environment. Focusing on the self brings through self-evaluation. When self-focused, there is comparison between the self with standards of correctness that specify how the self ought to think, feel, and behave. The process of comparing the self with standards, here a standard was “defined as a mental representation of correct behavior, attitudes, and traits ... All of the standards of correctness taken together define what a ‘correct’ person is” (Duval & Wicklund, 1972, pp. 3, 4). Self-awareness is thus a major mechanism of self-control.

Since Duval and Wicklund 1972 proposed the theory of self-awareness, plenty of investigation that was simulated by that theory increased, especially in the psychological issue. Besides, despite its fruitful influence, the study of

self-awareness also becomes a controversial discussion. One controversy, reviewed by Silvia and Gendolla (2001), is whether self-awareness enables accurate judgments of the self.

Nevertheless, when it comes to the field of education, the shreds of evidence showed by the study suggested that self-awareness has a significant role especially in the context of teaching-learning activity. Flavian (2016) argued that self-awareness plays an essential role in one's learning development and making one have the ability as an independent learner. In 1991, Mitina mentioned that self-awareness is important to shape professionalism in teaching, which is self-awareness itself there is faith in a teacher's mission, pride in his profession and dignity. Furthermore, Farrell (2013) pointed out that self-awareness is the component that was written the most during journal writing which influences the construction of teacher's behavior. Even in 1991, Gebhard and Oprandy proposed the guidelines for a teacher to evaluate teaching and explore their awareness in teaching, because "increasing awareness makes teachers curious to explore further, leading again to fresh insights and new questions to explore" (Gebhard & Oprandy, 1991). The previous studies have given us proof that self-awareness has a significant role in any kind of field either in psychology or education.

When it comes to the teaching practice which has been seen as a challenging activity by the student-teacher either practically or psychologically, the theory of self-awareness is such an interesting view to discuss. Pieterse et al. (2013) proposed that "self-awareness has been

considered to be a critical ingredient for effective counseling and psychotherapy” (p.190). Considering the phenomenon mentioned and many investigations, it could be perceived that the stressfulness during teaching practice somehow could be cured by self-awareness as the counsel for self-control. Furthermore, another study also showed that people with high self-awareness tend to have a better self-focus so that it can foster perspective-taking and thus egocentrism is reduced under the critical condition study (Scaffidi Abbate, Boca, & Gendolla, 2016). This study, of course, is a good invention especially for a student-teacher who must guide their students in many kinds of perspective such as emotions, mental, academics and ethics which needs high patience and low egocentrism.