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# Teachers' knowledge, skill and self importance in the implementation of English literacy

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## Abstract

This study was conducted to identify the skills among English teachers in teaching Literacy pupils in primary school. In this vein, CEFR is used to measure the standard level of language proficiency among pupils. There are various problems identified at the beginning of the introduction of this program. To achieve the objectives, this study uses the document analysis through the review of the literature. Based on the results of the analysis, this study found that teachers faced the difficulties in implementing the new programs and facing the problematic pupils at the same time.

**Keywords:** Qualitative Analysis, Knowledge, Skills, Self-Efficacy, Literacy, Achievement, CEFR

## Conocimientos, habilidad y auto-importancia de los profesores en la implementación de la alfabetización del Inglés

### Resumen

Este estudio se realizó para identificar las habilidades entre los profesores de inglés en la enseñanza de alumnos de Alfabetización en la escuela primaria. El MCER se utiliza para medir el nivel estándar de

competencia lingüística entre los alumnos. Hay varios problemas identificados al comienzo de la introducción de este programa. Para lograr los objetivos, este estudio utiliza el análisis de documentos a través de la revisión de la literatura. Basado en los resultados del análisis, este estudio encontró que los maestros enfrentaron las dificultades en la implementación de los nuevos programas y los alumnos problemáticos al mismo tiempo.

**Palabras clave:** Análisis cualitativo, Conocimiento, Habilidades, Autoeficacia, Alfabetización, Logro, MCER

## 1. INTRODUCTION

The English teachers' skill in planning the teaching and learning process in the classroom has become a major factor in the achievement of the pupils. Pupils in the early stages of learning need special attention to provide their ability before they enter a higher level. The mastery of basic reading and writing skills will in particular help these pupils to be more prepared in the face of various other skills in the classroom. In line with the advancement of education today, they must be more prepared to master various skills in order to compete with different backgrounds. In producing human capital with diverse skills and knowledge, this responsibility is given to a teacher while they are in school. However, there are still teachers who do not have the skills they should have to deal with special pupils such as learning problem-takers. Learning problem-solving pupils need the special skills of a teacher to enable them to take good learning.

Teacher skills play an important role in the impact of learning outcomes in the classroom. Proficient teachers in handling the teaching and learning process will succeed in providing their pupils with the best achievement. In a classroom with pupils from diverse backgrounds, the

level of mastery of teachers should be more intelligent in handling them. Teachers should not generalize pupils by giving the same input to each pupil in the hope that they will be able to master everything they are taught. They must provide appropriate input for each student. For mainstream pupils, they have no problem in accepting the content of the lessons. However, for pupils with learning difficulties, they will face problems if the content of the learning is more difficult and complex for them. It is the teachers' responsibility to use their skills to modify the content of learning so that they are happy to receive the content of the lessons delivered.

## **2. BACK GROUND**

### *2.1 Teachers' skill and knowledge*

All teachers have their hope that they can teach in a very good way. But they also have their limitation because of many factors. Some of them did not have enough skills to teach pupils in the classroom because they do not have special skills for each lesson. Although they have not enough skills, they need to teach because of their responsibilities to the school and to the pupils as well. In the classroom, the pupils are not the same. They come from different background, languages, and education profiles. Some read and write above grade level in their own language; others have had limited schooling. Some enter school highly motivated to learn because of family support or an innate drive to succeed; others have had negative school experiences that squelched their motivation. Many come from

middle-class families with high levels of literacy; others live in poverty without books in their homes (Short & Echevarria, 2005).

Teachers nowadays need several of the skills so that they can solve the pupil's problems. Teachers must also learn knowledge every day because learning to teach is an on-going process that begins from the pre-service teacher education programme and continues into the initial three years of teaching (Choy, L.Wong & Ming Lim, 2013). They must always update their knowledge so that it suits their pupils. They also must be aware of current trends and take the initiative to implement all the new skill in the classroom (Mohani et al., 2017). Teacher education has become an area of considerable interest in policymakers in many countries over recent years. Teacher's knowledge and skills in qualified teaching are of great importance (Tarasenkova & Akulenko, 2015). Teachers who are knowledgeable in their area will be more reliable by their pupils and they will be more comfortable in dealing with pupils' mobility (Eshtehardi, 2014). They can gain a students believes that they can teach them properly (Boateng & Sekyere, 2018).

Teachers must have knowledge in various fields to teach children a variety of abilities (Epstein & Willhite, 2015). Pupils with multiple abilities will give different to respond to the learning process. For example, in a class that has many student backgrounds, the teacher must provide clear instructions so that weak pupils can also understand the instructions given (Muñoz, 2016). The failure of the teacher in providing clear directions will make the pupils difficult to understand the content of learning. Teachers' perceptions of their level of knowledge, skills, and experience have an important role in overcoming difficult situations

effectively during their professional life (Savaş, Bozgeyik, & Eser, 2014). They have to know each of their pupil's attitude because different pupils have needed help in different ways (Mohani et al., 2017). Pupils with special needs require more attention than mainstream pupils. They need a special teacher that can teach them in the right technique so that they can understand well.

## *2.2 Teacher's Self-efficacy*

Self-efficacy is defined as one's belief in one's ability to effectively direct one's actions to achieve the set goals and succeed in completing a specific task (Bandura, 1993). Self-efficacy refers to a person's perceived capability, as distinct from functional ability, to perform a particular action or course of action (Malinauskas, 2017). Teachers must have high self-efficacy while teaching as they are an icon for the pupils to succeed in the lesson. High-confidence teachers will be able to deliver good learning content with all levels of pupils. Previous researchers found that experienced teacher has more confidence to teach in their abilities to teach and manage their classrooms in ways that would even be beneficial to the most difficult-to-reach pupils (Mohani et al., 2017).

Efficacy includes teacher confidence in instructional, management and collaboration skills (Epstein & Willhite, 2015). While teaching as English as a second language, teachers need to have a high level of self-efficacy so that they have motivated and confidence to teach. Regularly, pupils are too embarrassed to communicate with English because their peers' factors are mocking them and are not convinced to speak properly

(Corkett, Hatt, & Benevides, 2011). Pupils in special needs especially, they have low motivated to learn and also did not confident to compete with others. Teachers also play an important role in the formation of student self-efficacy and achievement. While self-efficacy on the part of both teachers and pupils is thought to be related directly to the teacher and student success (Mohani et al., 2017; Umpawan, 2018). According to (Boateng & Sekyere, 2018) an early childhood teacher education programmes should focus more on equipping the teachers on how to engage pupils as individuals or group in the range of educationally purposeful activities to help them become and remain involved, invested, or motivated for learning. This research shows that teacher efficacy also relates to the pupil's self-efficacy so that the pupils have highly motivated to learn and finally they are a success in their study (Lyudmila, 2019).

### **3. RESEARCH METHODOLOGY**

This study uses qualitative methods by carrying out a literature analysis of past studies. Qualitative research has different data forms that differ from quantitative research. Qualitative data is in the form of interviews, observations, and document analysis (Wach, Ward, & Jacimovic, 2013). The literature analysis provides clearer information on ongoing research. The resources needed for this study are also valid and accessible (Sciences, 2014). This is because every analyzed source such as journals, books, and scientific writing contains complete evidence to further reinforce the issue (Elmes, 2018).

#### **4. RESULTS AND DISCUSSION**

Through literature analysis, the study found that there were three major factors contributing to the implementation of English Literacy in primary schools. The first factor is the teacher's skills. Teachers must have the appropriate skills to teach English subjects because these subjects are difficult to understand by some pupils (Boateng & Sekyere, 2018). Special needs pupils may be doing not to understand the topic, the task and the materials gave the textbook. So, the teacher needs extra knowledge's to explain to them so that they can understand it clearly. Teachers who did not have skill in English Literacy and have no experience in handling special needs pupils will have problems with planning their teaching (Norfazila Ghazali & Mustafa Che Omar, 2017). In addition, English Literacy teachers also face difficult challenges in which they have to control the special needs of pupils in the same classroom. This situation did not occur to the teaching process of Bahasa Melayu and Mathematics because for both these subjects, special teachers were responsible for taking on teaching and focusing on this group of pupils.

Secondly, the factor of the implementation of English Literacy is the teacher's knowledge. Since the English literacy learner involves level one pupils, the teacher must have special knowledge of attitudes and needs of level one pupils. Teachers need a specific knowledge in the provision of teaching aids to enable them to be compatible with the pupil's level (Biçer, 2016). Not every pupil has the ability to understand the lesson well. They need specific materials and specific instruction so that they can do the task perfectly. The implementation of this English literacy requires skilled teachers in various fields as it is the foundation of the success of students

in the early stages of schooling. The introduction to the CEFR program to further strengthens the LINUS program also requires teachers' knowledge in the mastery of the English language (Luyee, Roselan, Anwardeen, & Mustafa, 2015). This is because the program is a new program and not all teachers have the expertise in handling this program. Knowledge is the important factors because in the classroom there is multiple abilities of pupils. Teachers also need to do a principle of differentiation in the classroom to ensure that students have opportunities to learn the material in a variety of ways (Tomlinson, 2015).

Finally, teachers also need high self-efficacy so that they can implement the English Literacy program successfully. School administrators play a big role in giving teachers the opportunity to attend courses, workshops, and engagements in a professionalism enhancement program so that they have the greatest efficacy to teach (Malinauskas, 2017). Some headmasters stated that they understood the purpose of conducting LINUS in school, yet no additional courses or training was provided to them before the LINUS program started (Sani & Idris, 2013). Training is needed to enhance their understanding of the implementation of the LINUS program in schools. Without the required training, the headmasters carried out the LINUS program based on their discretion and creativity and this has influenced the achievement of LINUS program goals (Luyee et al., 2015). They also can be highly motivated to teach in the classroom (Seals, Mehta, Berzina-Pitcher, & Graves-Wolf, 2017). Thus, a teacher's confidence to perform specific tasks may be considered the very essence of teacher or teaching efficacy or self-efficacy, because the tasks of teaching are primarily concerned with facilitating pupils' learning (Filatov & Pill, 2015).

## 5. CONCLUSION

This study has successfully identified the factors faced by teachers in the implementation of English Literacy in primary schools. Teachers' skill and knowledge are important factors contributing to the successful completion of English Language Literacy in schools. In addition, efficacy also contributes to the issue of English Literacy in primary schools. Those factors should be addressed by Ministry of Education (MOE) so that efforts to improve the achievement of English Literacy will be more successful in the future. More research should be conducted to provide valuable suggestions to improve the quality of the LINUS 2.0 early literacy program in Malaysia.

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