SURAT-TUGAS
Nomor: 0054/B.8.7/FBS/XI/2014

Dekan Fakultas Bahasa dan Seni Universitas Katolik Soegijapranata Semarang dengan ini memberikan tugas kepada:

Nama : Cecilia T. Murniati, Ph.D

Status : Dosen tetap Fakultas Bahasa dan Seni Unika Soegijapranata Semarang

Tugas : Sebagai Pembicara Seminar dalam 11th ASIAN EFL Journal International Conference dengan artikel berjudul "Pre-service Teacher's Reflections of Grammar Learning and Teaching Experiences: Expectations and Challenges"

Waktu : 27 Nopember – 1 Desember 2014

Tempat : Clark, Filipina

Lain-lain : Harapmelaksanakan tugas dengan sebaik-baiknya dan penuh tanggung jawab.

[Signature]
Dekan

[Signature]
Angelika Riyandari, Ph.D

Telah melaksanakan tugas,
Pre-service Teacher's Reflections of Grammar Learning and Teaching Experiences: Expectations and Challenges

Cecilia T. Murniati, Ph.D
Angelika Riyandari, Ph.D
Yonetha P. Tantowijaya

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Introduction

• The notion of pre-service teachers.
• This study is the first study of a multi-year research project.
• The notion of pre-service teachers.
Introduction

- In K-12, English is offered as an integrated course.
- In universities, grammar is a compulsory subject.
- In Indonesia, English structure is one of the most challenging subjects.
- It is also one of the most debated subjects in terms of teaching methods.
- An overview of grammar teaching and learning.
Introduction

• Learning experience influences teaching practice (Pahissa & Tragant, 2009)

• In Indonesia, studies on grammar focus on teaching methods (Baleghizadeh, 2011; Sugiharto, 2005; Meyer & Callio, 1998).

• Studies on pre-service teachers’ reflection on grammar teaching and learning are still lacking in Indonesia.

• Learning experience influences in fluence teaching practice (Pahissa & Tragant, 2009)
Literature review

• Expert learners = reflective learners (Ertmer & Newby, 1996)

• Reflective practice is key in teacher training because it informs future teaching practices (Connell et al., 2008)

• Reflective practice is key in teacher training

• Gibbs’ Reflective Cycle (1988)

• Expert learners = reflective learners (Ertmer & Newby, 1996)
Literature Review

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action Plan

Diagram: Cycle process from Literature Review to Action Plan.
Research Questions

• How do pre-service teachers view grammar teaching and learning?
• What are their expectations in teaching and learning grammar?
• What are the challenges in teaching and learning grammar?

Research Questions
Methods

• Methods: Qualitative data

• Participants
  – 33 pre-service teachers in three public and private universities in Central Java and Yogyakarta Special District.

• Sampling: Convenient sampling due to time and scheduling limitations

• Data collection: Interviews and focus group discussions
Findings

Pre-service teachers’ view on grammar teaching and learning

Grammar is important to master English. I think (Suri, focus group discussion, June 24, 2014).
Findings

Pre-service teachers’ view on grammar teaching and learning

Grammar serves as the foundation for communication.

Grammar serves as the foundation for communication.

24, 2014

people will understand us (personal interview, June

24, 2014)

well, we can express our opinions well, and

First, structure. After we have a good grammar

structure. After we have a good grammar

understand us. So we need to understand that one

if our sentences are ambiguous, people won’t

well, if we meet, communicate with other people,

communication.

Grammar serves as the foundation for
Findings

Pre-service teachers' view on grammar teaching and learning

Grammar is best taught using communicative approach. Yes learning grammar is boring, yes in the classroom we only listen to the teacher... The teaching of structure must be communicative and interesting too in the classroom, then the students will understand grammar better. (Vivien, personal interview, June 24, 2014)

Findings

Pre-service teachers' view on grammar teaching and learning

Grammar is best taught using communicative approach. Yes learning grammar is boring, yes in the classroom we only listen to the teacher...
Findings

Pre-service teachers’ view on grammar teaching and learning

Grammar learners should be able to identify the errors in grammar. Because I think error analysis makes learners understand that a particular grammar point is wrong, why it is wrong, and how to make it correct. Like that (Kyra, personal interview, June 24, 2014).

Findings
Findings

- Expectations
  - Grammar teaching should encourage active learning. First, the students themselves. They should search for themselves, that is the first point (Sari, personal interview, June 24, 2014).
Findings

- Expectations
  - Communicative approach is preferable
  
  Later, when I teach grammar, I, Mam, will refer to my grammar lecturer last semester. Yes, I will do ice breaking by asking questions, so the students learn from them. That is, (we) start with questions, then explain the rules and then do the exercises.

(Annette, personal interview, June 24, 2014)
Findings

 Expectations
  Grammar teaching should focus on the application of rules. In my case, I prefer to have examples first; I prefer to know when and in what context we use certain formulas. Later, the teacher teaches the formulas. Personally, when I was given the rules (of grammar) first, I would get confused. I prefer examples, how to use them, to formulas (Focus group discussion, June 24, 2014).
Findings

Expectations

- Implicit grammar instruction has some advantages. 

... (when teaching grammar) teachers should not start with "Let's study grammar. We will study structure."

That way we will ... When a teacher starts with "Let's study grammar. We will study ... (when teaching grammar) teachers should not teach grammar indirectly teaching here and there. Not explicitly teaching grammar.

(Debbie, personal interview, June 24, 2014).
Findings

Challenges

- Use of media and games has the potential to interfere with the purpose of teaching grammar

Yes, it can be done, but in fact it is not effective...

May be we can use games in the first few minutes to create a better atmosphere. But we can’t do it for every meeting (Focus group discussion, June 25, 2014).
Findings

Challenges

- Class size and nature of students inhibit the effectiveness of grammar teaching.

So, when the person I teach is highly motivated, they will learn faster and they will be eager to get more information from me. But when I teach a low-motivated student ... We will face more challenges, I think. (Tantri, personal interview, June 24, 2014).
Findings

Challenges

 Teachers' prior experiences in learning grammar influence their choices of teaching approaches.

Later, when I teach grammar I will teach it in the way that my former lecturer taught me. So the focus is not on written English but oral (English) ... using oral English. So we will be able to apply (the grammar) and to think hmmm so this is the way to apply the grammar (Debbie, personal interview, June 24, 2014)
Grammar is essential in mastering English language.

Communicative approach is viewed as necessary but difficult to apply.

There should be a balance between teaching grammar in context and teaching grammar in isolation.

English language.

Grammar is essential in mastering...
Implications

Teacher training should provide pre-service teachers with various grammar teaching approaches in order to enable them to adapt in various settings and situations.

Curriculum in K-12 should be aimed more at improving or revising their teaching practice.

Teacher training program should allow pre-service teachers to reflect on their prior experiences and use their reflections to revise or improve their teaching practice.

Teacher training should provide pre-service teachers with various approaches in order to enable them to adapt in various settings and situations.

Teacher training should provide pre-service teachers with various grammar teaching approaches in order to enable them to adapt in various settings and situations.
Any questions?
Constructive feedback?

THANK YOU
Gibbs Reflective Cycle:

Description

What happened?

Feelings

What were you feeling?

Thinking and Feelings

What would you do?

Action Plan

If it arose again what would you do?

Conclusion

What else could you have done?

Evaluation

What was good and bad about the situation?

Analysing

What sense can you make of the situation?

What were you can experience?

Models of Reflection

Literature Review

The rows and columns are not numbered.