CHAPTER 5
CONCLUSION AND SUGGESTIONS

Chapter 5

Conclusion and Suggestions

This chapter consists of the summary of the research which is the conclusion and also suggestions for **EF English First** and for further research.

5.1 Conclusion

Based on the result of the research, some divergence has been found between the teachers' stated beliefs and actual classroom practice. Most of the differences were on the use of inductive and deductive approach, integration of skills and error correction. Reasons for that was mostly some unawareness of practice and beliefs, meaning that teachers believe those beliefs are right and good yet it does not mean that they practice it in the classroom. This can be caused by various reasons. Another reason for divergence is of teachers' knowledge and stress level.

The first reason for divergence is some unconscious awareness of the teachers' own practice and beliefs, there were some beliefs that they were very much aware of and practice it in the classroom, such as the importance of teaching grammar. However for some parts such as the methods in teaching grammar and other techniques involved, teachers based it on theory and what they knew was right and good. Yet, what is thought to be good and right might not be practiced in the classroom, such as the use of inductive approach, error corrections, in Laura's

case drilling and use of communicative activities, reasons for so might vary. Reasons such as time limitations, failing to remember, teachers' perception of students' wants which might not be accurate and another reason for this is Argyris and Schon's (qtd. from Anderson, 1980) theory about people's theories in use. People hold two different types of theories which are a theory consistent with what people say which is called espoused theory and a theory consistent with what people do which is their theories-in-use. So the difference is not between people's theory and action but between two different theories of action. When people are asked in isolation about their beliefs they will say their espoused theory, or what they think is right and good. However in reality of the practice, it is different, teachers will draw upon their theories-in-use or a theory behind what they did when in action and many people are unaware of their theories-in-use. Argyris (qtd. in Anderson, 1980) suggests that congruence between the two theories of action results in effectiveness. So congruence between beliefs and action is needed to result in effectiveness.

The second reason is of their knowledge about various teaching methods. Teachers knew various methods but they just did not know how to apply it in class. How the theory can be practiced in the classroom and how those methods would be suitable in their context and the application that would work. Further training and professional development might help change this.

The third is teachers' stress level. Teachers when asked why some of their practice was not in line with the classroom practice, some mentioned about the load that they have that day so they did not have time to plan a good lesson and

they admitted that it was a bad lesson. Another said about how she was stressed and unhappy with being moved around and her new environment, so it affected her teaching. Another said that she did not like the class. The ones who did do what they believed admitted that they liked their class and the students in it. Some of the teachers even rejected the writer's request for an observation because they thought they had a full load that day or they just did not like the class so they thought it would result in a bad lesson. These participants are colleagues of the writer so when asked about the divergences, they were quite relaxed when answering and answered as is. Most of them did not try to justify their actions if they know it was wrong. They will just admit to it. Justification will come up if they do not know that what they did might have been wrong.

5.2 Suggestions

The research findings presented here can enable **EF English First** to realize the importance of teacher development in oppose to just teacher training, where it can cause ritual behavior. Seeing that teachers do not realize about some of their own beliefs, the researcher thinks that it is important for teachers to understand their own teaching beliefs. This can be done through continuous teacher development programs, where teachers are made to recognize and be reminded of their beliefs and the importance of applying those beliefs in their classroom practice. The teaching of grammar has made it important that students are guided in order to learn grammar and making the classroom more learners centered. Teachers in this case are learners who are constantly learning and finding out

ways to improve themselves. As teacher educators, it is important to also use the guided discovery method to guide teachers become better teachers and making sure it is also learner centered in these professional development programs. As mentioned by Richards (2003) "current approaches to professional development emphasise the need to focus on the teacher and to allow the programme to be directed by the teachers themselves, rather than adopting a top-down approach.

Teachers has mentioned that their teacher training program which came from **EF English First** for the NNESTs and programs such as the CELTA certification for the NESTs has affected their teaching practice and beliefs greatly. From the study it showed that teachers who received their teacher education abroad are more likely to apply their beliefs in classroom practice. Therefore a focus on teaching practice with various teaching methods in oppose to PPP would be very useful in initial teacher training programs in **EF English First**. Based on the interview, none of the NNESTs admitted to learning their teaching practice from university although all three majored in English Education. Therefore it is important that education programs in universities teach various teaching methods and their practice in oppose to merely teaching and understanding the theories. When it comes to teaching practice, it is most important to know how to practice the theories because from the result of the research, teachers' initial training and the first few years of professional development, training, professional development and teaching practice has a significant effect in teachers' beliefs and practice.

Realizing this fact, it is inevitable to see that trainers have a substantial effect on teachers' beliefs; therefore the rotation of trainers throughout the EF English First centers around East Java becomes crucial. With this periodic rotation, teachers will get different exposures to various techniques and beliefs in teaching grammar thus producing teachers' flexibility and active ability to correspond to students learning needs and ability in order to benefit the students.

This research was done in one English course which surely cannot provide a generalization of foreign language teachers in general. The difference in context or setting will most likely provide different results if done in formal schooling such as secondary level schools or tertiary level. Other weaknesses such as the video taping of the classroom teaching and learning process, might have affected the way the teachers taught or students' reactions towards the materials being taught. Several observations without videotaping might have helped to ease some tensions that might have occurred in both the teacher and the learner. Despite the weaknesses results from this research might be useful in providing information to help further research on teachers' beliefs in teaching grammar and classroom practice in Indonesia. Further research is needed to find out whether a teacher's professional development program can help change teachers actions to agree to their beliefs.

BIBLIOGRAPHY

Bibliography

Anderson, L. (1994, July 15). *Argyris and Schon's Theory on Congruence and Learning.* Retrieved September 3, 2010, from Southern Cross University: http://www.scu.edu.au

Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' Stated Beliefs About Incidental Focus on Form and Their Classroom Practice. *Applied Linguistics , 25,* 243-272.

Borg, S. (1993). *ELT Journal: Key Concepts in ELT.* Retrieved February 18, 2008, from Oxford Journals Website: http://eltj.oxfordjournals.org

Borg, S. (2006). *Teacher Cognition and Language Education.* London: Continuum International Publishing Group .

Borg, S. (2006). *Teacher Cognition and Language Education:Research and Practice.* London: Continuum International Publishing Group.

Borg, S. (1998). Teachers' Pedagogical Systems and Grammar Teaching: A Qualitative Study. *Tesol Quarterly ,* 9-33.

Borg, S. (1998). Teachers' Pedagogical Systems and Grammar Teaching:A Qualitative Study. *Tesol Quarterly ,* 9-38.

Borg, S., & Phipps, S. (2009, March 14). *Exploring Tensions Between Teachers' Grammar Teaching Beliefs and Practice.* Retrieved May 14, 2010, from Science Direct: http://www.sciencedirect.com

Brown, H. D. (2001). *Teaching by Principles An Interactive Approach to Language Pedagogy.* White Plains: Pearson Education Company.

Chavez, E. (2006). *In-Service Teachers' Beliefs, Perceptions and Knowledge in the Nicaraguan EFL Context:Encuentro.* Retrieved April 5, 2008, from Encuentro: dspace.uah.es/dspace/bitstream/10017/1198/1/04-Chavez_2.pdf

Davies, A. (2003). *The Native Speaker: Myth and Reality.* Clevedon: Multilingual Matters Ltd.

Derewianka, B. (2001). Pedagogical Grammar: their Role in English Language Teaching. In A. B. Coffin, *Analysing English in a Global Context* (pp. 240-269). Milton Park: Routledge.

Farrell, T. S. (2004). *Reflecting on Classroom Communication in Asia.* Singapore: Pearson Education South Asia Pte Ltd.

Jack Richards, R. a. (2003). *Exploring Teachers' beliefs and the Processes of Change.* Retrieved March 1, 2008, from Professor Jack Richards: www.professorjackrichards.com/pdfs/exploring-teacher-change.pdf

Larsen-Freeman, D. (2003). *Teaching Language:Fom Grammar to Grammaring.* Canada: James W. Brown.

Larsen-Freeman, D. (2003). *Teaching Language:From Grammar to Grammaring.* Canada: James W. Brown.

Lim, F. a. (2005, June). *TESL-EJ 9.2 -- Conceptions of Grammar Teaching : A case study of Teachers' Beliefs and their Classroom Practice.* Retrieved January 18, 2008, from TESL-EJ: http://tesl-ej.org/ej34/a9.pdf

Medgyes, P. (1994). *The Non-Native Teacher.* London: Macmillan Publishers Ltd.

Mohamed, N. (2006, May 14). *An Exploratory Study of the Interplay between Teachers' Beliefs Instructional Practices and Professional Development.* Retrieved September 3, 2010, from Asin EFL Journal: http://www.asian-efl-journal.com

Murphy, E. (2000). *Strangers in a Strange Land: Teachers' Beliefs About Teaching and Learning French as a Second or Foreign Language in Online Learning Environments.* Retrieved May 15, 2008, from Memorial University of Newfoundland Web site: http://www.ucs.mun.ca/emurphy/toc.html

Nunan. (2005). *From Grammar to Grammaring.* Singapore: Mc-Graw Hill.

Nunan, D. (2005). *Practical English Language Teaching Grammar.* Singapore: Mc-Graw Hill.

Richardson, V. (2000). Preservice Teachers' Beliefs. In J. R. McAninch, *Teacher Beliefs and Classroom Performance: The Impact of Teacher Education* (pp. 1-22). Charlotte: Information Age Publishing.

Richardson, V. (2003). Preservice Teachers' Beliefs. In J. Rath, & A. R. Mcaninch, *Teacher Beliefs and Classroom Performance:The Impact of Teacher Education* (pp. 1-22). Charlotte: Information Age Publishing Inc.

Thornbury, S. (1999). *How to Teach Grammar.* Essex: Pearson Education Limited.

Zacharias, N. T. (2007, June). *English Language Teaching and Research Thesis: Asian EFL Journal.* Retrieved January 15, 2008, from Asian EFL Journal Website: http://www.asian-efl-journal.com/thesis.php