INVESTIGATING THE INFLUENCE OF TEACHERS’ BELIEFS IN CHOOSING THE APPROACHES OF GRAMMAR TEACHING AND LEARNING IN EYL CLASSROOMS

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ABSTRACT

The issue of grammar teaching and learning approaches perspectives has been addressed in the literature, but how teachers’ beliefs influence their ways of choosing grammar teaching and learning approaches in EYL classroom has not been well documented. Therefore, this study aims to investigate how teachers’ beliefs influence their decisions to choose grammar teaching and learning approaches in EYL classrooms. An English teacher from a private Kindergarten school and 3 English teachers from a private Elementary school in Salatiga were observed and interviewed. Three classroom observations were conducted to explore the influence of teachers’ beliefs in choosing their ways to teach grammar. The results showed that all teachers considered grammar as an abstract part of language teaching and learning. They viewed both grammar teaching methods need to be aligned with the students’ condition and need of the class. Concerning the relation to class practice, the teachers believed that their teaching is also affected by their attitude towards grammar deliveries, which are associated with internal and external factors. During the learning process, the data showed a great deal of how teachers’ beliefs influence their ways of choosing grammar teaching and learning approaches in EYL classrooms.

Key words: grammar teaching approaches, teachers’ beliefs