

IMPACT OF TEACHER EDUCATION ON BELIEFS AND PRACTICES OF TEACHER TRAINEES IN THE TEACHING OF GRAMMAR

This study investigated teacher trainees' beliefs and practices on the teaching of grammar at different stages of a teacher education programme for the teaching of English as a Second Language (TESL). Questionnaire data and teaching materials were collected from 62 second year and 21 third-year pre-service trainees, and 14 third-year in-service trainees. The results showed that a majority of the teacher trainees professed beliefs in the communicative approach to teaching English and recognised the importance of meaningful communicative activities but had difficulty translating their beliefs into practice. During the teaching practicum, many opted not to teach grammar and some of those who took up the challenge were able to teach grammar in context but others fell back on the deductive approach of teaching from rules. A comparison of the data on beliefs and classroom practice revealed that whether or not trainees taught grammar in context in line with current pedagogical approaches and the requirements of the KBSM English Language syllabus depended on whether they had discarded the structural view of language—more so than mere awareness of the communicative approach. It was also found that pre-service TESL trainees further along in the teacher education programme were more likely to adopt newer pedagogies for teaching grammar but the in-service trainees were more resistant to change. The findings suggested the importance of longitudinal studies monitoring trainees' beliefs and practices during the duration of the teacher education and the identification of catalysts for the change to bring about effective teacher education.

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