

THE ROLE OF PEDAGOGICAL GRAMMAR IN ENGLISH LANGUAGE TEACHING AS SECOND AND OR FOREIGN LANGUAGE THROUGH E-LEARNING PLATFORM: ZOOM MEETING IN PANDEMIC ERA

Erna Nawir
Universitas Negeri Padang
Indonesia
erna.nana97@gmail.com

Abstract

Due to the pandemic of covid-19, ensuring the continuity synchronous English language learning, this article deals with the importance of pedagogical grammar learning in second and or foreign language acquisition. An adaptable learning and teaching approach mediates the possibility to have effective language learning in real and contextual practice which is also known as Communicative Language Teaching (CLT). One of the alternative approaches based on CLT is through e-learning. Focusing on CLT's experiential learning method, zoom meeting platform is one of the media that is applicable in language learning classes. Some principles are worth to be considered as teaching and learning guidance related to its effectiveness which are reflected from the learning activities focusing on fluency-focused activities and accuracy-fluency activities. Nevertheless, supported accurate instructional materials have to be taken into account that should be designed so as in teaching foreign and or second language with the help of the media utilized through zoom meeting. In conclusion, undeniably, there are two basic guidance of teaching pedagogical grammar through e-learning platform 'zoom meeting' in improving EFL learners' language element for their language skill online, namely how to use it (the function) and the content-related help (the pedagogical).

Keywords: Role, Pedagogical Grammar, Pandemic, Zoom Meeting Platform

Introduction

The urgency of mastering language knowledge and language skills is no longer something new, especially in foreign languages. The implementation of the use of foreign languages is no longer seen as a language that has only an orientation focus on motoric physical development, but has included all domains of language learner development as a whole as well (Gallahue 1989). Mastery of vocabulary and grammar are the two main assets for learning a language, especially in mastering a foreign language. These two aspects are often an inhibiting factor in communication if the learner does not master the language (Santosa 2017). English grammar as one of the factors

must be mastered when learning English, both in oral and written form (Burke 2007). The aim is to make language learners have language competence as native speakers do (Juango 2017). Therefore, the integration of grammar, which is one of the micro linguistics scopes of education, is needed as a very important element in the language learning process.

Educational linguistics is an interdisciplinary science that combines the world of linguistics within the world of education (Suhardi 2017). A modern approach in educational linguistics that is intended to assist the learning of foreign languages and second languages in the context of their acquisition has led to the

presence of grammar that is made specifically for the benefit of language learners. The mastery of language elements, especially for language teachers, is a main thing to enable the language competency desired for language learners to be achieved. This approach is known as pedagogical grammar (Leech in Odlin 1994; Bygate et al 1995). Recognizing the existence of essential pedagogical grammar in the field of education, especially in teaching English as both a second language and a foreign language, various studies have emerged that are oriented towards teaching this pedagogical grammar.

Several studies have been carried out so that language acquisition through the desired competencies can be achieved, for example teaching approaches carried out by teachers either deductive, inductive, structural or communicative approaches in order to identify and overcome problems experienced by language learners during the learning process (Effendi et al 2017). Then another study that explores the aspects behind the language teaching approach carried out by the language teacher by Yusuf et al (2019) which shows that the belief in language teachers that comes from the background of teaching experience greatly affects the teaching methods which is applied by the teacher in his language class. Furthermore, it is not only the aspect of view that is seen from the teacher as a teacher, but one other side that is the main object of achievement in teaching, namely the language learners themselves, as in the study conducted by Almazloun (2018) which emphasizes that the beliefs of learners in the language learning process are also something that needs to be put forward as a crucial factor for consideration. Pedagogical grammar learning, focuses on language skills, is also one of the many focuses to lead language learners towards maximizing language competence as in the study

conducted by Omar (2019). The ability to write from an academic side is considered very necessary to see this ability as one of the requirements in graduation at the higher education level as outlined in their final paper. The students' writing ability cannot be fully realized due to the lack of students' knowledge, especially in following the rules of English grammar that should be in their writing.

Due to the importance of learning pedagogical grammar, the sustainability of the effectiveness of this learning process is questionable considering the ongoing global pandemic outbreak. Synchronous learning is difficult to be put in practice. Based on the explanation that has been stated above, the author needs to explore further about the role of pedagogical grammar in learning English as a foreign language and a second language through zoom meetings which is one of the e-learning platforms as an alternative medium for language learners in mastering language competencies, especially in this pandemic era

Methodology

The methodology used was library research to collect and analyse the data. As asserted by Zeid (2004) "Library research is a research used library sources to get the data". The writer integrated her ideas by synthesizing to make conclusion. Therefore, the writer used some sources and books as references, or in other words, the data did not come from field.

Findings and Discussion

Pedagogical Grammar Learning in English as a Second (Foreign) Language

The relationship between pedagogical grammar learning, in this case the grammar of English, with the acquisition of this language as a foreign

language and / or a second language is one of the three main areas explored which builds the framework for any research carried out by both researchers and language teachers. According to Ortega (2003) and Wang (2003) in Keck & Kim (2014: 3), there are three main areas, namely Grammar Description, Acquisition of Grammar as a Second Language (L2 Grammar Acquisition), and Learning Grammar in Second Language (L2 Grammar Instruction). These three domains are three elements that cannot be separated from each other because of the interaction process between one element and another that supports each other and is mutually supportive in providing the required

information. For example, although a grammar of a language can be documented for learning purposes that are not related to pedagogical aspects, the grammar designed is intended for learners of foreign languages as a second language which still involves both linguistic descriptions of the language itself and considerations based on the objectives and learning needs of the learner. Then in the realm of language acquisition research, grammar descriptions also play a very important role, especially when trying to delve deeper into the nature of the language learner and its development. For more details, it can be seen from the following image:

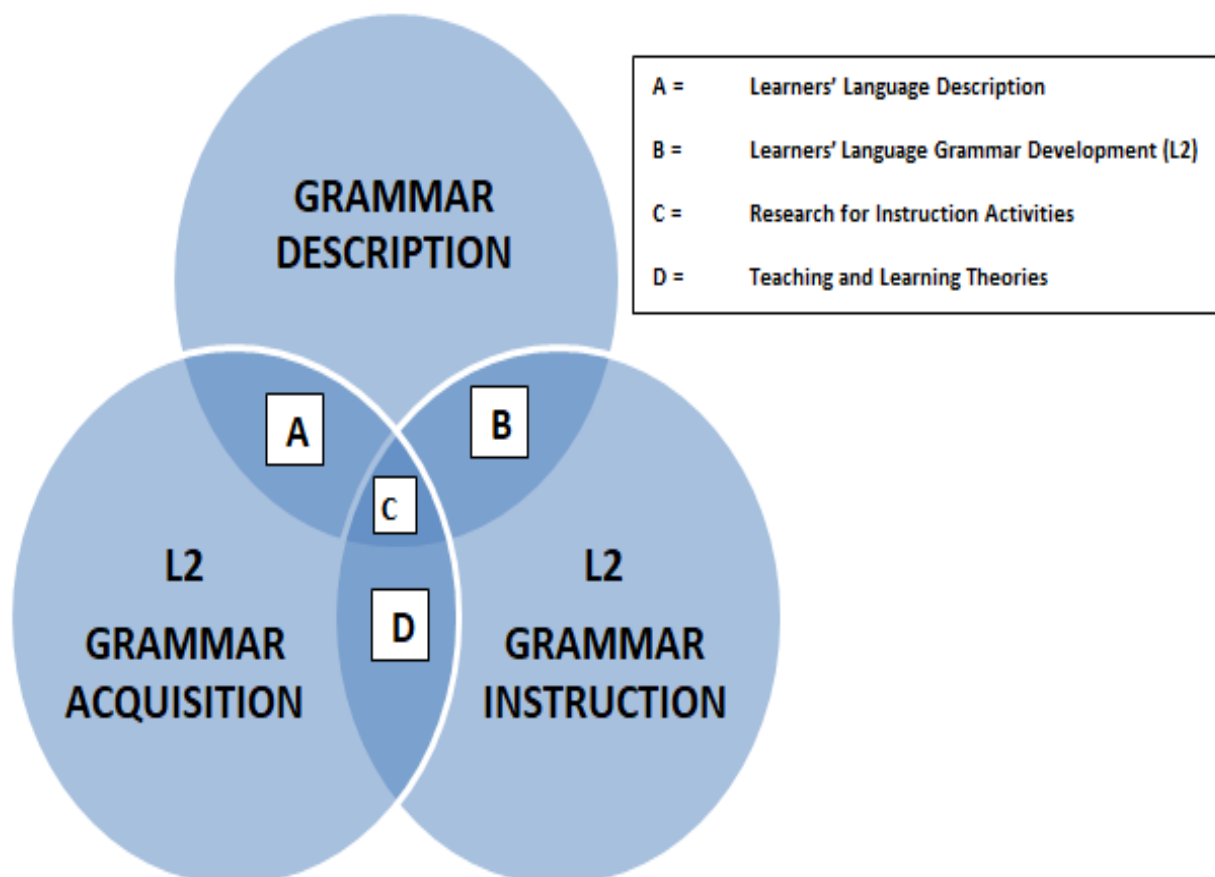


Figure 1. Learning Framework for Pedagogy of Grammar (English as a Second or and Foreign Language) (Ortega and Wang in Keck & Kim, 2014).

The three domains of pedagogical grammar have a very important role for teachers of English as a foreign language and a second language in professional decision making. According to Freeman (2003) in Keck and Kim (2014: 4) that each domain still has its own aspects which become the basis for consideration in teaching pedagogical grammar. In the realm of grammar description, aspects that need to be considered, for example, are explaining what grammar actually is, how it interacts with the linguistic system and how it can be described to learners. Then in the realm of grammar acquisition itself, an aspect that needs to be considered is to question what is actually meant by language acquisition, how and when that acquisition occurs, and what the role of learning in the process really is. Then in the realm of grammar instruction, the questionable aspect as input for consideration is what is the relationship between pedagogical grammar and the research that is being carried out based on context and in what ways this research can provide a clear picture of the way grammar teaching being carried out.

Learning Through the E-Learning Platform: Zoom Meeting

Internet technology-based long distance learning developed in the 1990s or what is known as e-learning is one option that can be taken to ensure that the learning process and progress in education

(Agustina et al 2016). E-learning is electronic learning or learning by using electronics (Chusna 2019). E-learning is also defined as any teaching and learning that uses electronic circuits (LAN, WAN, or the internet) which aim to convey the content of learning materials, so that learning interactions occur, and or tutoring (Koran 2002 in Yazdi 2012). Therefore, e-learning is a technology-based learning media which can be in the form of internet operation through electronic devices which aims to deliver teaching materials and the continuity of learning interactions to occur, so that everything related to the learning process still runs well.

According to Situmorang (2016), the steps of the learning model through e-learning are divided into three stages. The first stage is the stage called the constructivism stage which is in the form of activities aimed at repetition of previously taught material whose purpose is to motivate students to learn the next material. Then the second stage is called the cooperative learning stage where students are given the opportunity to open e-learning, log in and study and work on lab sheets through collaboration with friends aimed for interaction between students in addition to improving their social life but also increasing their understanding of the material they are learning through the activities they do. Then the third stage is the stage of teacher's acts as a facilitator to ensure the learning process can run well. So in other words, the steps above are

stages that can direct how the learning process occurs in the e-learning learning model.

The benefits of learning with the e-learning model provides several benefits (Elyas 2018), for example in terms of flexibility, especially in terms of time and place which provide the widest possible space for students to access lessons, then in terms of independence which provides flexibility for students to being able to learn on their own in the sense of the word which determine when students want to start, when students decide to end it, from which starting point students can determine to start learning teaching materials and at what intensity students can repeat all the teaching materials they want to learn. Then in terms of costs, both financial and non-financial costs such as transportation costs, accommodation costs, administrative costs, and other costs needed to carry out the learning process. Therefore, maximizing the benefits of this learning model, teachers must consider three important points in producing an attractive e-learning model so that the quality of learning can be improved, namely simple (making it easier for students to get access), personal (teachers interact well with students) and fast (being responsive to all students' complaints and needs).

Zoom Meeting is an application platform used as an alternative in e-learning using video as a medium which was inaugurated in 2011 in San Jose by its founder Eric Yuan (Hakien & Rahman 2020). The effectiveness of using this application greatly supports the learning process carried out remotely because it helps the learners to absorb material and participate in the learning process smoothly (Ismawati & Prasetyo 2020). The effectiveness of using this

application is in terms of time and place, user volume and facilities (Rosyid et al 2020). In terms of time, the learning process does not make learners spend too much time, because it is enough to activate the internet network and open the application, and in terms of place, no space limitation so that the learning process continues outside the class. Then, in terms of user volume, the availability of video conferencing features that can be carried out simultaneously in a much larger number of users than in conventional classrooms which makes the teacher or lecturer is easier to monitor the process and more effective. Then in terms of facilities, through this application, users, both teachers and learners, can take advantage of the available features such as conversation transcripts and video calls, enabling them to carry out the process of recording conversations and video calls without having to activate or operate additional applications by simply activating the available settings.

The Role of Pedagogical Grammar through the E-Learning Platform: Zoom Meeting

Pedagogical grammar learning means how grammar taught to language learners through a language classroom teaching approach which is not only teaches a description of the grammar system itself, but also how to teach and its implementation in the actual context. The approach of teaching English grammar pedagogy as a foreign language and or a second language not only shows how language learners perceive the grammar, but also how to learn it, and in what ways it can be taught (Larsen-Freeman in Keck & Kim 2014) Astrid (2011) explained that learning grammar through the

CLT (Communicative Language Teaching) approach can be an alternative way taken by a language teacher in pedagogical grammar learning since it is emphasized on learning objectives oriented towards the ability of learners to be able to communicate through a learning process that combines knowledge, skills, and values through direct experience known as experiential learning. As asserted by Larsen-Freeman (2000), in another words, grammar learning approach is not only sufficient to the structure of the language itself or what is also called the linguistic structure-centered approach, but has shifted to a communicative approach as well.

In this era, e-learning is very much needed as it is today, a language teacher must pay attention to some basic principles of communicative approach in pedagogical grammar learning which must be reflected in learning activities which are developed in two types of activities, namely activities that emphasize fluency (fluency-focused activities) and activities that emphasize accuracy (accuracy-focused activities). Selection of the right e-learning media such as the zoom meeting application is considered as "a nearly face to face interaction" (Blum 2020) which will be a very effective means of achieving language learning goals to maximize the acquisition of English as a foreign language and or a second language shown from the learner's language competence by taking into account the stages of acquisition development either naturally or in a structured context (Keck & Kim 2014: 128).

Zoom Meeting as a computer-assisted learning tool is an effective communication tool offers a similarity between face-to-face and web-video-based conferencing technology (Giebers et al, 2014). This

platform provides the possibility of synchronous learning (Johns Hopkins University 2010 in Hong Ng, 2020). Along with the basic objectives and specific features of the communication-based learning approach (CLT) for contextual teaching that is directly related to the life or real conditions of the learner, there are several principles in relation to the use of this zoom application which should be used as a guide by instructors or teachers in this CLT-based learning process. These principles are as follows (Hong Ng 2020):

1. The availability and use of authentic learning materials as a basis for facilitating the learning process such as current topics to engage learners.
2. An instructor or teacher not only functions as a facilitator but also as a supervisor of the learning process.
3. It is necessary to group the learners during the learning process in small groups to ensure the maximum use of the time allocated to each learner in communicating.
4. In CLT learning, there are needs to conduct learning activities based on accuracy, for example the movement of teachers in monitoring learners from one group to another to provide suggestions and input, directing answers, monitoring the appearance of learners, or making important notes during learning process.
5. Take advantage of all the features in the zoom meeting application that have the potential to carry out synchronous learning, such as:

- Teaching equipment, such as audio devices, videos, text conversations,

whiteboards, polls conducted externally and created by the teacher or instructor and break or break rooms.

- Audio equipment (e. g only one person can talk at a time).
- Video image (via network camera): large image for the speaker and thumbnail for the participants as well as simultaneous screen sharing
- Create a special creation of text and images.
- The possibility of using video.
- The possibility of using parallel video, audio, text speech and whiteboards.
- Slide and video shows
- Utilization of the automatic recording feature for each session to allow participants to conduct reviews.

With the above principles, guidance is required as well so as functional (how to use it) and pedagogical (providing content-related help) to ensure learning material delivered through online helps the learners learn comfortably

Conclusion

Learning pedagogical grammar has become a special urgency in the world of education. Considering that there are still many cases found that focus on language competence, especially in communication competence, language learners in this country show low communicative competence, compared to other countries where English as foreign and or second language. Choosing the right learning approach, especially in the era of the

current pandemic, *e-learning* model is one of the choices that can be used as the right approach in helping language learners to develop their language competence and skills. Grammar learning that is specifically for the benefit of learners needs to be explored deeper to get the right facilities and infrastructure that can help the effectiveness of learning achievement in accordance with the context of *e-learning* learning, especially for those using a zoom meeting platform which is believed to replace face-to-face learning, due to the similarity between the two. The principles that underlie the development of communication competencies must always be the basic considerations in learning pedagogical grammar in the context of e-learning

References

- Agustina, R., Santosa, P. I., Ferdiana, R. (2016). Sejarah, Tantangan, dan Factor Keberhasilan dalam Pengembangan E-Learning. Di presentasikan pada Seminar Nasional Sistem Informasi Indonesia, 1 November 2016. Diambil dari <http://www.is.its.ac.id>index.php> pada tanggal 18 November 2020.
- Amazloum, M. (2018). Pedagogical Grammar: Learners' Beliefs Do Matter. *International Journal of Language and Linguistics*, 5 (3), 41-53. DOI: 10.30854/ijll.v5n3p4.
- Astrid, A. (2011). Pembelajaran Tata Bahasa Inggris secara Komunikatif dengan Penyajian Induktif dan Pengintegrasian Keterampilan Berbahasa: Studi Kasus di Kelas Bahasa Inggris I di IAIN Raden Fatah Palembang. *TA'DIB*, 16 (2), 175-208.

- Blum, S. D. (2020). A Professor Explores Why Zoom Classes Deplete Her Energy (Opinion). Inside Higher Ed.
- Bygate, M. et al. (1995). Grammar and the Language Teacher. New York: Prentice Hall.
- Chusna, N. L. (2019). Pembelajaran e-learning. Prosiding Seminar Nasional Pendidikan KALUNI, Vol. 2, 113-117. Jakarta: LPPM Universitas Indrapasta PGRI. DOI: <http://dx.doi.org/10.30998/prokaluni.v2i0.36>.
- Effendi, M. S., Rokhyati, U., Rachman, U. A., Rakhmawati, A. D., Pertiwi, D. (2017). A Study on Grammar Teaching at an English Education Departement in an EFL Context. International Journal on Studies in English Language and Literature (IJSELL), 5 (1), 42-46.
- Elyas, A. H. (2018). Penggunaan Model Pembelajaran E-Learning dalam Meningkatkan Kualitas Pembeleajaran. Jurnal Warta, 56, 1-11. IISN: 1829 – 7463.
- Gallahue, David. L (1989). Understanding Motor Development Infants, Children, Adolescent. New York: Macmillan Publishing Company.
- Giebers et al. (2014). A dynamic Analysis of the Interplay Between Asynchonus and Synchronous Communication in Online Learning: The impact of Motivation. Journal of ComputerAssisted Learning, 30, 30-50.
- Hakien & Rahman, (2020). Pemanfaatan Zoom Meeting untuk Proses Pembelajaran Pada Masa Pandemi Covid-19. Susunan Artikel Pendidikan, 5 (1), 51-56.
- Hong Ng, C. (2020). Communicative Language Teaching (CLT) through Synchronous Online Learning Teaching in English Language Preservice Teacher Education. International Journal Journal of TESOL Studies, 2 (2), 62-73. <http://doi.org/10.46451/ijts.2020.09.06>.
- Ismawati & Prasetyo. (2020). Efektivitas Pembelajaran Menggunakan Video Zoom Cloud Meeting pada Anak Usia Dini Era Pandemi Covid-19. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 5 (1), 665-675. DOI: 10.31004/obsesi.v5i1.671.
- Juango, W. (2017). The Concept of L2 Users and the Goals of Second Language Learning. Jurnal Studi Komunikasi, 1 (2), 101-115.
- Keck, C., & Kim, Y. (2014). Pedagogical Grammar. Philadelphia: John Benjamins Publishing Company.
- Larsen-Freeman, D. (2000). Techniques and Principles in Language Learning. Cambridge: Cambridge University Press.
- Odlin, T. (1994). Perspective on Pedagogical Grammar. Cambridge: Cambridge University Press.
- Richards, J, C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
- Rosyid, et al. (2020). Penggunaan Aplikasi Zoom Cloud Meetings dalam Kuliah Statistik Pendidikan di Fakultas Agama Islam Universitas Islam Malang. Jurnal Pendidikan Islam, 5 (11), 46-52. e-ISSN: 2087-0678X.
- Santosa, P. (2017). Hubungan Antara Penguasaan Tata Bahasa dengan

- Keterampilan Menulis Narasi Bahasa Inggris Siswa Kelas XI SMK Negeri 2 Depok. *DEIKSIS*, 9(2), 182-193.
- Suhardi. (2017). Menguak Linguistik Pendidikan dalam Pembelajaran Bahasa. Dipresentasikan pada PIBSI XXXIX, Semarang 7-8 November 2017.
- Yazdi, M. (2012). *E-Learning Sebagai Media Pembelajaran Interaktif Berbasis Teknologi Informasi*. Jurnal Ilmiah Foristek, 2 (1), 143-152.
- Yusuf et (2017). A Teacher's Pedagogical Belief in Teaching Grammar: A Case Study. *International Journal of Academic Research in Business and Social Sciences*, 9 (13).57-165. DOI: 10.6007/IJARBBS/v9-i13/6251.
- Zeid, M. (2004). *Metode Penelitian Kepustakaan*. Jakarta: Yayasan Obor Indonesia