

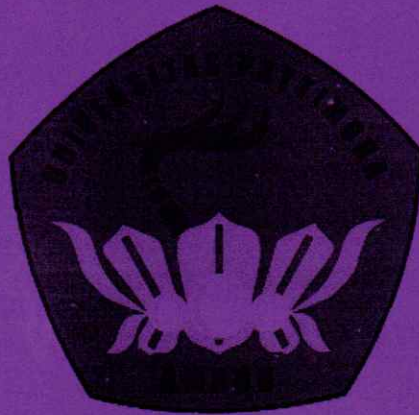
# **PROPOSAL PENELITIAN DOSEN**

## **'REFLECTIVE PRACTICE ON EFL TEACHERS' COGNITION IN TEACHING VOCABULARY: MALUKU CONTEXT'**

### **TIM PENELITIAN**

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## SUMMARY

This study will apply *mixed-method* which the data will be collected through Questionnaire of Teachers' Beliefs about L2 Vocabulary Learning and Teaching by Mardali and Siyyari (2019) and also Focus Group Discussion and analysis on *Critical Incidents* responses of English vocabulary teaching for high school children. English teachers in Maluku Province are listed to get involved in this study to reflect on their beliefs and practices on teaching English vocabulary. The participants will be asked to fill in the questionnaire prior to focus group discussions and analysis on *Critical Incidents* in teaching vocabulary when they will revisit and reflect on their beliefs of how vocabulary is learned and taught in EFL classes. They will also be given opportunities to analyze, evaluate and make decisions for their future vocabulary teaching. The paper-based questionnaire will be delivered to the respondents and the Focus Group Discussions are planned to be conducted online through *Zoom Cloud Meeting Applications*. The result of this study is expected to be beneficial for the teachers to promote their role as reflective practitioners and also to gain information to strengthen local university English teacher program in order to develop the teaching scopes to support future English teachers in the regency.

*Keywords: teachers' cognition, reflective practice, vocabulary*