EFL TEACHERS' BELIEFS TOWARDS CURRENT METHODS OF TEACHING ENGLISH GRAMMAR IN A SELECTED LANGUAGE CENTRE

Mozhgan Azimi

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Name of Candidate: Mozhgan Azimi

Registration/Metric No: PHA070004

Name of Degree: PhD

Title of Thesis: EFL TEACHERS' BELIEFS TOWARDS CURRENT METHODS

OF TEACHING ENGLISH GRAMMAR IN A SELECTED LANGUAGE CENTRE

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Abstract

The purpose of this qualitative descriptive study was to explore the language teachers' beliefs about teaching and learning English grammar. In addition, this study compared the teachers' beliefs and their actual behaviors in the class. The "Action Theory" (Argyris & Schön, 1984) was chosen regarding this issue. Furthermore, this study investigated whether or not there was any compatibility between the teachers' beliefs and practice and if the participants were aware of it or not. This paper tried to investigate Iranian language teachers' beliefs about the methods/techniques used in the class. That is, this study examined and described the current methods of English grammar teaching. The present study is a case study done in a semi-government language center in Mashhad, Iran. Three female language teachers were selected as samples (cases) for collecting qualitative data for answering the research questions. The teachers were selected purposefully (case study) and non-randomly. They were Iranian, female and non-native speakers of English from the same L1 background (Persian). To identify the language teachers' beliefs about teaching and learning English grammar, a series of observations was done. Some interviews with subjects were conducted to make known their beliefs regarding teaching and learning English grammar. The Constant Comparative Method (CCM) was used to analyze the data obtained from observations and interviews. The findings of this study revealed that sometimes there was no compatibility between teachers' beliefs and their actual behaviours in the classroom. In most cases, teachers were not aware of this incompatibility. The results suggested that language teachers believed that teaching grammar was boring and was not useful, hence they underestimated it. This study also revealed the importance of using native language in the EFL class.

Kepercayaan Guru EFL Terhadap Kaedah Terkini Pengajaran Tatabahasa Bahasa Inggeris Di Sebuah Pusat Bahasa

Abstrak

Tujuan kajian kualitatif deskriptif ini adalah untuk meneroka kepercayaan pengajar Bahasa Inggeris mengenai pengajaran dan pembelajaran tatabahasa Bahasa Inggeris. Selain itu, kajian ini membandingkan kepercayaan guru dan perlakuan sebenar mereka dalam kelas. "Action Theory" (Argyris & Schön, 1984) terpilih dalam hal ini. Tambahan pula, kajian ini menyelidik sama ada terdapat kompatibiliti antara kepercayaan guru dan amalan mereka dan jika partisipan menyedarinya atau tidak. Kajian ini cuba menyelidik kepercayaan guru Bahasa Iran mengenai kaedah/teknik yang diamalkan dalam bilik darjah. Kajian ini memeriksa dan menjelaskan kaedah terkini pengajaran tatabahasa Bahasa Inggeris. Kajian ini adalah kajian kes yang dijalankan di pusat Bahasa *semi-government* di Mashhad, Iran. Tiga orang pengajar Bahasa perempuan dipilih sebagai sampel (kes) untuk tujuan pengumpulan data kualitatif untuk menjawab soalan kajian. Guru-guru tersebut dipilih secara bertujuan (kajian kes) dan bukan secara rawak. Mereka adalah rakyat Iran, perempuan dan bukan penutur jati Bahasa Inggeris yang sama latar belakang Bahasa (L1) iaitu Bahasa Farsi. Untuk mengenal pasti kepercayaan guru Bahasa berkenaan dengan pengajaran dan pembelajaran tatabahasa Bahasa Inggeris, satu siri pemerhatian dijalankan. Beberapa temu bual dengan subjek kajian dijhalankan untuk menzahirkan kepercayaan mereka berkenaan pengajaran dan pembelajaran tatabahasa bahasa Inggeris. Metode perbandingan tetap (*Constant Comparative Method, CCM)* digunakan untuk menganalisis data pemerhatian dan data temu bual. Dapatan kajian ini menunjukkan bahawa kadang kala berlaku percanggahan antara kepercayaan guru dan perlakuan sebenar mereka dalam bilik darjah. Dalam

kebanyakan kes, guru-guru tidak sedar akan percanggahan tersebut. Dapatan kajian mencadangkan bahawa guru Bahasa mempercayai pengajaran tatabahasa membosankan dan tidak berguna, oleh itu mereka memperkecilkannya. Kajian ini juga menunjukkan kepentingan penggunaan bahasa penutur jati dalam kelas EFL.

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CHAPTER 1

INTRODUCTION

1.1 Background

Throughout all the 15 years I have been teaching English, a major problem that I have usually encountered with was to see the inability of Iranian students to grasp English grammar rules efficiently. Iranian language learners learn English grammar, pass their test successfully and get top marks, sometimes 100 out of 100, but, they cannot write a letter or speak correctly. The language learners are afraid to speak (Mamluki, 2009). Unfortunately, this problem is not limited to the learners. Most Iranian language teachers, even those who have many years of experience in the language learning and teaching field, have this problem; they cannot apply their knowledge in writing and speaking. While talking with each other, we language teachers confess to our inability in using our knowledge in real situations. When asked to write a letter, we do it several times, because we are unsure about our writing ability, check as many times as possible, discuss with each other and finally, we are not satisfied because we are unable to convey the meaning very well. We have data in our minds but we cannot use it as effectively as we want. Some of us have been language teachers for several years; however, we have anxiety towards teaching new material without preparation.

I could not understand why we are unable to apply our knowledge. We can teach the rules of grammar, but we cannot apply them. And it is more obvious in writing than speaking. Generally, we can understand a reading passage and we are able to comprehend the main point while listening, but the main problem is that we are unable to express ourselves clearly.

When I came to Malaysia, as a PhD candidate, I visited some students who have the same problem. They are unable to express their meaning clearly in English. They have problems while taking a test since they know everything about their lessons, but they cannot explain or write. Some of them were lecturers in Iran. They have taught in Iran for several years; they know the rules of grammar, but they are unable to use their knowledge. They are unable even to text to their supervisors. They typed several times and then sent the final text to their friends for comments and ideas. Because they are unsure of their writing, they want to hide their weaknesses. I wanted to know why Iranian students cannot apply their grammatical knowledge, why they have problems in writing, because I think if we find the reasons for the inability to use our knowledge, we can solve our problem. I talked to some Iranian postgraduate students in Malaysia and did some informal interviews. I also interviewed some language learners and language teachers in Iran. And I used these interviews as a pilot study. After summarizing the collected data, I chose three frequent themes which interviewees believe are responsible for their inability in English communication, writing, and speaking; these three themes are teaching method, teachers' beliefs and learners' beliefs.

Grammar is a fundamental component of foreign language instruction.Thompson (2010) pointed out that learning grammar is very important, since everybody is judged by the way of speaking. She stressed that grammar plays the most important role while speaking, especially while speaking on the phone. When people do not see each other, persons are judged according to their speech. She added that using grammar is not equal to using fancy words. She explained her beliefs through an example; while

talking on the phone and require to realize who is on the phone, 'would you please tell me who is on the phone?' is much more pleasurable than 'Who is this?' which sounds harsh and rude" (Thompson, 2010).

Thompson (2010) emphasized that learning grammar is essential for the reason that grammar is the system of English. Foppoli (2006) believed that the backbone of every language is its grammar. He explained that the necessary structure is made available through grammar; indeed grammar acts like the glue which holds the different parts of language together, meaningfully. Foppoli's opinion is that grammar is a railway through which one's ideas, messages and opinions are transported.

It is impossible to construct a correct language if one merely relies on learning a huge pile of words without grammar knowledge. Foppoli stressed that the only device to structure sentences and to format language is using grammar. He added it is true that learning grammar is boring, but if somebody does not know the rules of grammar, he cannot communicate clearly (ibid.).

Nevertheless, grammar knowledge is not sufficient in language learning because speaking a language requires more than grammatical accuracy. It requires semantically and appropriately correct sentences(Borg et al., 2008; Broady et al., 2008; Mirzaee & Fatemipour, 2000). Thus, it is quite logical to focus on students' application of grammatical rules as much as we help them learn those rules. It brings into light the important question of how teachers can effectually help students learn and, more importantly, apply grammatical rules. In other words, since, according to Savignon (1998), communicative competence is the main objective in the language education

field, how can language teachers develop the learners' communicative competence through their teaching? There is no doubt that grammar plays a vital role in language learning; however, it seems insufficient. Application of grammatical rules to construct true sentences seems to be more important. Sorkhabi (2007) pointed out to this challenge. He stated that Iranian language learners, after learning words and basic structures and spending many years in language class and passing the courses successfully, are unable to carry out a daily conversation very well. Sorkhabi assumed that this inability was rooted in grammar; the learners have no opportunity to apply their learned knowledge out of the class. Foppoli (2006) believed that the conversations will be meaningless and unclear if the learners cannot apply the correct grammatical constructs.

It is believed that the ultimate goal of foreign or second language learning is exchange of meanings. Accordingly, grammatical knowledge and its application are regarded highly important component of language learning. In fact, these principles are the two basic rules used in Communicative Competence. Communicative Competence (CC) states that the main goal of learning must result in the ability to use language. In other words, one's achievement of CC means that they are able to communicate competently. Generally speaking, Communicative Competence relates to the learners' ability in not only applying grammatical rules but also in producing correct sentences. It covers four competence areas: grammar (linguistics), sociolinguistics, discourse and strategy. The primary emphasis of the present survey is linguistic competence which states the way of using grammar. In other words, the ability to apply grammatical rules stems from CC in the present study.

It has always been a heated debate how important teaching grammar is in foreign language instruction(Ellis, 2002a, 22002b, 2002c; Ur, 1996). Teaching of grammar has evidenced some pendulum swings through time; it has two extreme ends. Therefore, various theories and notions have been propounded about grammar teaching and they have led to different methods. Some researchers believe that instructing the rules is a necessary subject of educating a language and they advocate teaching grammar. They hold the belief that grammar must be taught in every class. Yet other researchers consider teaching grammar as a waste of time. They believe that students can learn grammar inductively and that teachers must avoid explicit teaching of grammar. Thus, under their beliefs the teaching of grammar is ignored.

The two views mentioned above are the extreme ends because of their complete opposite view where the teaching of grammar is concerned.New theories have led to the construction of new teaching methods. Educators who were under the influence of rapid development of psychology changed the process of education; traditionally, teachers controlled everything in the class and the learners' role was just as passive recipient in the education process. But, in the 19th century, remarkable progress occurred in psychology and educators, under the influence of psychology, replaced the traditional approach with the student-centered approach in that the main concentration is on the pupils' needs. In other words, learners decide what they want to do in the class (Dewey, 1938; Halliday, 2004; Piaget, 1950; Vygotsky, 1978; Widdowson, 1979). Different approaches resulted in a different status for teaching grammar; however, teaching grammar has established its role in foreign language teaching. Large number of teachers and theorists today strongly admit that grammar must be a

crucial component of English language teaching. (Dadvand & Azimi, 2009; Faravani, 2006).

Widdowson (1979) stated that the learners' inability to use language stems from the teaching and learning approach. Littlewood (1981) pointed out there were many aspects of language learned just through natural processes. These aspects can occur just while using language for communication. Krashen (1992) believed that the major parts of a second language such as grammatical rules can be acquired through an unconscious process, namely, persons must use the language and experience it. As a result, conscious learning is not very helpful. So, it can be concluded that teachers cannot teach much, but they can create a situation in the class in which learners acquire the language through using it. Classroom activities must be organized such that they provide chances for pupils to apply language in a communicative way.

In addition, Widdowson (1979) stated that "an overemphasis on drills and exercises for the production and reception of sentences tends to inhibit the development of communicative abilities" (p. 67). As a result, explaining and practicing language aspects seems a waste of time. The effectiveness of an approach is identified by students; how much effort they do after the class and after all how well they could learn and absorb the materials in the class (Snow, 1996).

According to Snow (1996) and Eslami et al. (2004) if pupils are encouraged to take part actively in the class in the process of learning instead of sitting passively and following the teachers' instruction, they will learn more effectively and, above all, they will learn by themselves in the class and after class. Brown (2000) stressed that it

is the learner's responsibility to try hard to learn the materials, and the best teacher in the world cannot do anything if language learners do not take control of their own learning.

Ellis (1997) observed that for identifying a good language apprentice or a poor language apprentice, there must be a definition of language. This is an individual definition; it includes the overall ability to communicate and fluency. As long as language learners can express their ideas and convey the information, they would be assumed to be good and successful learners.

Since English is not a second language in Iran, exposure to it in a natural setting is impossible. The most usual method of exposure to English language in Iran is through formal teaching in class. Every activity occurring in the class directly affects students' learning; therefore, the importance of the teaching methodology cannot be underestimated. Consequently, teaching methodology should receive immediate attention not only from the whole society in Iran, but also from people involved in the educational field.

Nevertheless, there are few studies on teaching grammar in Iran. Yousefi (2010) highlighted the task-based teaching of grammar. He asserted that many teachers have tried to change their teaching method from traditional to modern ones. One of these modern methods for teaching grammar is the task-based method which was first developed in India. In fact, a few studies were done about the learners' problem in the learning field and it can be said that little research has been done to solve this problem. Yousefi (2010) stated that the major problem refers to speaking. Some students have a

good command of English, but they make mistakes while speaking. When informed about their mistakes, they could not believe that they had made such a silly mistake, since they were sure they had learned the mentioned rule completely.

Naeeimi (2009) pointed out that the problem is related to the current teaching methodologies. He added that the current teaching approach is not interesting enough. Most of the current methods emphasize memorization rather than application.

Sorkhabi (2007) introduced a new book "Key Sentences of English" for teaching grammar in such a way to result in applying proper grammar. He believed that people speak about the subjects which must be managed every day such as jobs, food, clothes and so on. He added that Iranians often state that they cannot express their feelings or ideas clearly, because they do not know the appropriate words or sentences. He claimed that perhaps the major problem of Iranians is their weakness in daily conversations. After spending many hours in language classes and learning many difficult words and complex grammatical structures, they cannot use their knowledge. Sorkhabi assumed that not mastering key sentences is the reason. Yousefi (2010) suggested that for solving such problems, grammar can be taught through tasks such as songs, plays, storytelling and so forth.

The present study focuses on the EFL teachers' beliefs and their beliefs about teaching English grammar in general and toward the current methods of teaching English grammar in particular. It investigates experiences, beliefs and reactions of three English language teachers. It also looks at EFL teachers' preferences for choosing the method of teaching and learning English grammar. The objectives of the study would

be fulfilled to the extent possible through analysis of group and personal interviews with language teachers as well as observation of practicing English language teachers.

The program of teaching English in Iran is three years in guidance school and then the pupils study English in their high schools three or four hours during a week as one of the primary subjects of education during a three-year program(Secretariat of the Higher Council of Education, 2006). The main purpose of the subject is to improve students' reading skills and reading abilities. Students are also taught some new vocabulary and grammatical points at every level. When Iranian students graduate from high school, some of them who want to go to universities must pass the one year pre-university program. The English course, at this level, is taught for four hours a week in this program. The main emphasis is on reading comprehension. Sometimes, the text was chosen from authentic materials like the internet, in order to improve students' reading comprehension ability. Sadly, other skills, such as conversational skills are completely neglected in this program at the cost of paying more attention to reading comprehension. Unfortunately, the real demand of students that is communication is forgotten. But, it must be mentioned that another problem is time limitation (four hours a week) and it is so challenging if not impossible to cover all language skills. The importance of using educational technology is indisputable at present; it is obvious that using educational technology helps students to grow and develop their learning. Unfortunately, this important part is not considered seriously in this level and most of our schools do not have any language laboratory. For this reason, some students are not interested in learning English. It can be concluded that although the main goal of teaching and learning English in the educational system is communication, many factors affect reaching this goal including time limitation or

teacher burn out, lack of a good syllabus but not applicable in the educational system. These factors are the ones hindering achievement of Iranian EFL learners' needs completely.

As teaching and learning have not been successful at public and governmental schools, some English centers have been founded all over the country. People have to learn English because it is the medium of scientific resources and references and English is needed for communication. People need to learn English and public schools cannot meet the needs so these private centers have appeared as an external option for students. Students who want to learn English enroll in these private or semi-governmental centers. In contrast to public schools, the main focus is on communication skills in these centers to fulfill conversational learners' needs. It can be said that the inefficiency of public schools is slightly compensated by these centers. Iranian students and their parents are satisfied with these classes in most cities and towns and think such centers are very helpful and efficient (Secretariat of the Higher Council of Education, 2006).

English language role in academic and scientific communication is very important and it has a central role in most universities. There are three unit credits for all university students in any major at university level for Teaching English as a Foreign Language and students also must pass the English for Specific Purpose (ESP) course based on their major. The method of teaching in university is mainly translation and the primary goal is to enable university students to read the passage and understand it (Farhady et al., 2010). In university, teaching English language is mostly divided into two parts; the first one is general English which is taught about 51 hours within one

semester and all of the university students must pass it regardless of their majors. The second part is English for Specific Purpose (ESP) which is usually 51 to 68 hours based on the students' field of study. The goal of the first part is improving reading comprehension and the second one is to familiarize students with specific and technical concepts and terms related to their majors.

Findings of the study (Farhady et al., 2010) provide a qualitative foundation for the Iranian policy makers and responsible bodies to further develop the English grammar teaching methodology to meet the present needs of Iranian English language teachers in their classroom practices which in turn have great effect on learning of Iranian EFL learners.

Many discussions on English language teaching and learning have been held in non-native countries like Iran. It is almost impossible to clarify how Iranian language learners learn English. Researchers have performed large number of studies to focus Iranian language learners' speaking and their weakness; these studies also found some important results of using inappropriate teaching methods. It is understandable that language learners have faced a lot of problems in each level of language learning regardless of whether they are learning English generally or academically. Many studies have revealed that non-native English persons encounter a lot of problems and difficulties while pursuing their studies in English speaking countries (Dolati et al., 2011).

Regarding the method of instruction English grammar in Iran, one of the most common methods is the traditional approach which has been used for many years (Ghorbani et al., 2013); Ghorbani and colleagues mentioned some drawbacks of the

traditional grammar teaching method: there is "a sudden grammatical presentation" and language learners in beginner levels may be unfamiliar with some grammatical terms and also they do not have enough meta-language knowledge to understand some grammatical points. Language learners do not take part in the class activities most of the time; hence the teaching and learning process is not interesting and since they are not active in the class, there is no immediate feedback. The other point is that remembering is very difficult in all other situations outside the class; in fact, there is no connection between new materials and previously learned ones (Ghorbani et al., 2013).

The present study has been done because according to many studies and their results, English classes cannot meet the needs of language learners in Iran; however, some scholars suggested communicative tasks for teaching English grammar (Ghorbani et al., 2013; Khajavi et al., 2011; Jahangard, 2007; Zohrabi et al., 2012). Learning grammar has been done by memorizing and practicing the rules and language teachers and textbooks are the only resources for learning, practicing and applying the language. In the first stages, the language learners are able to learn fast without any problems since the input is very simple, but in upper levels, they encounter many problems because of complexity of grammatical rules and finally they get discouraged from learning the grammar completely and applying it in real communication contexts; and finally they know many things about language while being unable to apply them (Jahangard, 2007). Jahangard pointed out that speaking ability is not being tested while graduating and, generally speaking, the oral skills are not considered important. The emphasis is on grammar and reading; however the main focus is on passing the test, so the productive abilities are not activated and developed (Zohrabi et al., 2012). On the whole, there are many problems in the English teaching and learning

procedure in Iran; the students have studied English at least 10 years before graduating from university, but they cannot apply it in the real context (Ghorbani, 2009; Zohrabi et al., 2012).

The researcher believes that the findings of current study would create rich and deep perceptions about issues relevant to the language teachers' beliefs in teaching and learning methodology in general and learners' inability in applying grammatical rules in particular and provide clues that would help in choosing the best method of teaching English grammar in future. It is hoped that by providing better understanding of the reasons for the language learners' inability in applying English grammatical rules, future Iranian EFL teachers will be able to teach all the learners in the most effective way and future Iranian EFL learners can truly be ready to apply their learned knowledge in a real situation.

1.2 Statement of the Problem

Teaching grammar is one of the problematic areas of education in Iran, since teachers have to teach grammatical rules in English from the very first levels. On the other hand, students prefer to learn English grammar in their native language; they study some related books (in their native language) except their own book which is taught in the class. They complain that they cannot learn English grammar. They think English grammar is too difficult to learn. They prefer to ask the grammatical points after the class from their teacher, out of the class, a place that they can talk in their mother tongue, since using mother tongue in the class is forbidden for both students and teachers. This then begs the question as to what students are doing while the teachers are spending their energy and time teaching

grammar in the class? Are they day dreaming and doodling instead of paying attention to grammar?

Hence the major problem remains. Applying learned grammar is a big obstacle in foreign language learning. Most of the unsuccessful students know English grammar, but they cannot use it. They can explain the rules, give some examples, and express the exception, but they are unsuccessful when communicating in real situations. Generally speaking, the main problem is that language knowledge does not translate into performance.

The main question underscoring this research is, why do Iranian language learners and teachers know the rules, but are unable to use them in writing or speaking?

Every language teacher has to pass a standard test before being admitted as a language teacher. Therefore, it seems that they have the knowledge to pass the test successfully, but they are unable to use the language learned in the real context; although, it must be mentioned here that the present study focuses on inability to apply the rules of grammar.

Most Iranian students in Malaysia want to befriend those from other nations, but feel hindered in doing so due to their inability to communicate properly in the English language. In fact, many Iranian students want to communicate with Malaysians and foreign students, talk about many topics, and so forth, but they cannot because they are unable to use the learned knowledge. They in fact spend many years learning English, and now, in a real context they cannot use their knowledge.

English is a foreign language in Iran; a foreign language is a language that is not used by people in a native country, neither in formal situations nor in informal situations. It is not used in spoken nor written forms. A foreign language must be taught and learned in the class; for this reason, learners have no chance out of the class to apply grammatical rules. It means that the class may be the only place in which students use the language. On the other hand, some English learners live in English-speaking countries; they have numerous opportunities to practice the learned knowledge out of the class. In other words, they can use English language in real situations as soon as their class finishes.

Applying learned grammar is a big difficulty for EFL learners in Iran. Most of the unsuccessful students know English grammar, but they cannot apply it (Askari, 2009). They can explain the rules and give some examples, but, if asked to write a formal letter, they will be unable to write it correctly (Askari, 2009). In Iran, English language is learned like any other subjects in the school; there is no reinforcement out of the class (Abbasi, 2009; Bateny, 2005; Farhady, 2005).

It seems that students memorize the rules, without understanding them. This is a problem we encounter in Iran (Sadr, 2009). Learners pass their test successfully; they get top marks but they cannot apply the rules in their written or oral works (Naeeimi, 2009). It seems that priority is given to the outcome (Farhady, 2005), but all the assessments are not standard (Aghajani, 2006) and teachers can consider some other points, such as performance in the class, attendance and assignments; therefore, it can be said that perhaps the assessment test would not be measuring the real outcome of students' knowledge. The other problem refers to the fact that if

students pass the final test it is assumed that they will be able to apply grammatical rules. Since the students do not have to apply English knowledge out of the class, their parents think passing the final test with a good mark means the students learned everything covered in the class (Mesri, 2009). Perhaps the reason is that their grammatical knowledge is limited to knowing the rules and the exceptions if any. Sorkhabi (2007) believed that every language has some key sentences which are too important; no daily conversation can happen without them. He added that if language learners knew all grammatical rules and their application, they would not be able to use these kinds of knowledge in a real situation, because they do not understand which sentences are considered the key sentences; rather, they just memorize some formula with many examples.

Learners pass their tests; they get top marks and even go to the next level and it is assumed that they learned everything covered in the previous semester. In other words, they succeeded in finishing the semester. In some classes in Iran, 100% of students pass the test and continue their language learning, but they cannot apply the rules in their written or oral works. Unfortunately, this problem is not limited just to language learners (Mesri, 2009). In fact, many PhD degree holders can suffer from this inability, but the most interesting point is that PhD candidates must know English in the level of TOEFL; however, after getting their degrees they are unable to speak and write it easily.

On the other hand, the role of teachers must not be forgotten. In his case study, Doman (2013) has stated that all instructors are responsible "for providing the insights into their own professional behaviour; what teachers think they do in the

classroom" (p. 164). Teaching is not just a way of transmitting information. Without a doubt, many major factors such as management, motivation and sustainability of learning must be considered (Borg, 2012).

Essberger (2001) pointed out that the major purpose of learning any language is communication, namely, the learners can transfer their thoughts or ideas to the other person. Since the intent of instruction English in Iran is just to enable students to pass the examination, the teachers will not be questioned as to why students cannot use their knowledge out of the class (Mesri, 2009). As noted by Assalahi (2013), few studies have focused on dealing with how and why EFL teachers do their teaching based on their beliefs in a strictly controlled curriculum while imposing language teacher training programs.

Larsen-Freeman (2007) used a special term for the problem of inability to apply knowledge, calling it the "inert knowledge problem". According to the online dictionary, inert --as an adjective-- means: "Having no inherent power of action, motion or resistance"; the inert knowledge problem expresses the lack of power to activate the knowledge. In other words, this term means that the persons are unable to change their passive knowledge into an active one, or in simple words, they cannot use their knowledge.

This term is used for teaching grammar; students learn grammar as a set of rules but they cannot activate their knowledge out of the class or even to another part of the lesson in the class, although they are able to apply those rules in the relevant exercises. Larsen-Freeman (2007) believed that one reason for the inert knowledge

problem is the method of instruction. Therefore, one aim of the present research is to set forth the methods/techniques of instruction English grammar. The term of inert knowledge was first introduced in 1929 by Alfred North Whitehead. He stated:

Theoretical ideas should always find important applications within the pupil's curriculum. This is not an easy doctrine to apply, but a very hard one. It contains within itself the problem of keeping knowledge alive, of preventing it from becoming inert, which is the central problem of all education (Whitehead, 1929).

Gick and Holyoak (1980) described the inert knowledge problem as information for which a person is able to convey the explanation regarding the information but is unable to apply it in a real situation. They believed that learners cannot understand the knowledge to the extent of using it in a real situation. Ross (1992) clarified this term via an example. He declared a very obvious instance for inert knowledge is words of a foreign language. The learners know the words while test-taking but are unable to use these words in real situations.

It can be deduced that one part of the problem stems from the teaching method which is directly related to the language teachers. But, this problem is not limited just to the methods and language teachers. According to Larsen-Freeman (2001), learners are responsible for learning. Borg and Al-Busaidi (2012) pointed out the most important key is learner autonomy in the field of second or foreign language learning. From the psychological viewpoint, learner motivation is considered very important in learning (Vossughi, 2000). If students are motivated and eager to learn, learning will take place (Dadvand & Azimi, 2009). The motivation highly depends on the teaching methods/techniques in the field of learning a foreign

language (Mahmood, 2007). In addition, the students' attitude has a great influence on their learning (Fazio & Powell, 1989). Hence this study is also targeted at introducing motivating methods to the Iranian EFL teachers.

Larsen-Freeman (2007) pointed out that teachers teach subjects according to their understanding. Kumaravadivelu (2003) held the view that teaching is idiosyncratic endeavour. What teachers attempt to do in their actual teaching comes from their experiences, their students' competence and materials. This issue is important because the language teachers' beliefs affect their choice of teaching approach. As mentioned before, the selected approach can affect the ability of students to apply their knowledge. Larsen-Freeman (1998) presumed contended that it is teachers' experiences which strongly influence in their teaching methods rather than their knowledge "experience is the only real reference point teachers share: experiences as students that influence their views of teaching, experiences in professional preparation, and experience as members of society" (p. 10).

Thus, teachers who define grammar as "a static set of rules" will perform grammar teaching in a static fashion. In other words, they will explain the rules to students and then help them apply those rules in sentences. However, this teaching method has displayed no effective role in resolving inert knowledge problem (Larsen-Freeman, 2008). Larsen-Freeman explained that language is constantly changing like a dynamic system. It is not a system in which all parts fit together without any changing; changes occur over time, and teachers must accept these changes because if they consider language as a dynamic system, it will affect their way of teaching. When grammar is taught as a static system of rules, the inert knowledge problem

will be created, namely, students know the grammatical rules, but, they cannot use them in real situations.

Moreover, a number of teachers view teaching grammar as a useless activity (Abbasi, 2009; Naeeimi, 2009), but something they have to do in order to keep their jobs. They are usually urged to perform their teaching in accordance with language center policy. Naeeimi (2009) stated that since there is no fixed approach for teaching English as a Foreign Language in general, and teaching English grammar in particular, teachers have to choose either their own way, if it is possible, or they teach according to the language center policy.

Assalahi (2013) pointed out that while EFL teachers had to adjust their beliefs to the imposed communicative language teaching approach in teaching grammar, EFL teachers felt anxiety and they were unable to make decisions. In his study, Assalahi (2013) concluded that most teachers taught through form-focused (traditional) methods, although imposing some teaching approaches.

According to Kelly (1995), when beliefs and behaviors differ, it is because of social pressure. Teachers' beliefs are the words they use to explain what they think they do in the class. Their actual behavior is the approach used in the class (Argyris, 1993).

Argyris (1980) emphasized that the best result can be gained in case of congruence between beliefs and behaviors. A situation can emerge where language teachers find no congruence between their beliefs and their behaviors. They have knowledge

and beliefs in some methods while what they do in their actual teaching is different and that is why they fail to achieve the expected results.

As mentioned before, teaching methodology plays a important role in creating the inert knowledge problem (Larsen-Freeman, 2007). Kumaravadivelu (2003) asserted that it has been assumed that all teachers do in the class based on a theory. Dadvand and Azimi (2009) state that method/techniques are the building blocks of teaching and such methods/techniques are originated from theories; therefore, selection and implementation of these methods or techniques are a matter of choice for English teachers.

Many scholars believe that learning another language, whether second or foreign, is a very complicated process (Brown, 2000, 2007; Ellis, 2006, 2008; Larsen-Freeman & Long, 1991; Mitchell & Myles, 2004; Williams & Burden, 1997); however, English as a foreign language is being taught in the same way as other subjects in Iran (Khansir & Dashti, 2014). Khansir and Pakdel (2014) meanwhile stated that the most important thing is to recognize the language learners needs today; however, it is not possible to support language learners in such a way as to develop their proficiency to a standard criteria, because English is a foreign language in Iran and so there is no support out of class in real context to develop and improve their abilities. And unfortunately, there are not any well organized programs for teaching English that will result in the students applying their skills outside the class; a fact that holds true for schools, universities and language centers in Iran. While the majority of Iranian students are highly successful in the academic field in Iran, they cannot achieve acceptable qualifications in English speaking universities (Pourshahian et al., 2012). Many studies showed that the most problematic part for Iranian students is first writing and

after that grammar (Pourshahian et al., 2012). It can be said that grammar teaching methodology or the textbooks can create this problem; it seems that they are not suitable for applying grammar; so this part needs to be precisely investigated.

Teachers' beliefs play a major role in their class activities, but few studies have been done related to it (Peacock, 2001), especially in the Eastern part of the world (Guo, 2013). This survey attempts to fill this gap in the literature by doing a qualitative case study with non-native teachers in Iran to find out if their beliefs are congruent with their activities in the class or not. Many investigation have been carried out to find out the attitudes of second or foreign language teachers and learners (Arikan, 2011; Navarro & Thornton, 2011; Peng, 2011), but the number of studies related to teachers' beliefs is not enough (Peacock, 2001), particularly in second/foreign language teaching of grammar. It is obvious that teachers' beliefs have a great and direct consequence on choosing the teaching method and activities in the class (Guo, 2013). So, it is worth investigating the relationship between teacher beliefs and their actual classroom practice.

1.2.1 Research Gap

Iranian English learners have problems in applying all language skills. They learn English in Iran, where the native language is Persian and English is a foreign language. Formal teaching is the only way they can learn English, at schools or language centers and most language teachers, if not all of them, are Persian native speakers. There is no opportunity to learn English in a real context through natural interaction in the target language. The most problematic area for Iranian learners is communication;they are incapable of communicating easily in English language.One

important reason would be the selected method and the teaching and learning setting. This may be related to the methods of English language teaching and learning environment. As mentioned before, the environment is unsuitable for applying another language. The experiences of language teachers who have taught in different universities and some language centers for many years showed that English language graduates in Iran encounter many problems in using English for communication, since the native language is Persian and English is a foreign language. When Iranian English learners are placed in real communication situations they are often deficient in required words and some other language parts they need to understand their meaning. Consequently, they are unable to keep the interaction going for an extended period. Monshi-Tousi (1980) has carried out research regarding English proficiency involving 55 Iranian students studying in the United States. The results showed that participant proficiency was related to the time spent in the United States rather than time spent studying English in Iran. The participants complained about the weakness of their proficiency after graduating from schools or even universities. This weakness involved different factors such as lack of target language environment, motivation, teaching methodology and so forth. A number of the students who were accepted in university and passed the university entrance exams were incompetent in fundamental structure of English language. A number of these students were utterly incompetent. Thus, the major question is how a teacher could help these students progress in their learning. About one-third of the Associate degree courses and one-sixth of Bachelor degree courses are taught in Persian, in Iran. According to Halliday, McIntosh, and Strevens (1984), the best way for improving English, is teaching other subjects in English. They conducted a study in Nigeria; all subjects are taught in English in high school. This has two essential consequences: first, each student can experience

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and receive a much greater amount of language, and second, the students are influenced by the class teacher more than other people. But, the most important point is that teachers' proficiency must be excellent, otherwise the students will suffer. Halliday et al. (1984) concluded that teaching other subjects in English is the best style of instruction a language, simply all the teachers who teach the subjects must perform with excellence. Therefore, it can be suggested here, that if most of our university courses are taught in English in Iran then it can definitely help students to improve their abilities, and in turn, improve their communicative competence. It is obvious that to use the language with more success, it must be used in real life situations. Regrettably, English is regarded just as an academic subject in schools, language centers and universities. Students lack enough practice and for this reason, acquisition will not occur. Most of language teachers have not had adequate English practice; hence, they prefer speaking Persian in their classes while they are supposed to speak English. They apply English if there is no other medium of communication and this hardly ever happens (Birjandi et al., 2010; Dahmardeh, 2010; Hosseini, 2007).

Halliday et al. (1984) suggested that:
 Oral mastery depends on practicing and repeating the patterns produced by a native speaker of the foreign language. It is the most economical way of thoroughly learning a language …When one has such a control of the essentials of a language; he can almost automatically produce the usual patterns of that language. This shows the importance of using the target language in language teaching (p. 16).

Most instructors in Iran, especially in schools and universities, apply Persian to teach vocabularies and English grammar. Even though it is highly recommended to teach new words in context which is based upon communicative language teaching approach, teachers mostly teach new words in seclusion.The majority of teachers do not use listening because they lack technical equipment. Therefore, the only skill which can be used in class is reading the dialog or conversations for students and asking them to repeat. And this skill does not help students to improve their ability to apply their knowledge in real life situations.

Borg (2009) stated that few studies have been done about the beliefs of teachers in English Language Teaching (ELT). Brown (2000) confirmed that the main focus on the research has been on learning four skills for more than seven decades now in most foreign language contexts. And it has been the same for Iranian context of English as a foreign language. Regarding the Iranian context, Dahmardeh (2009) has investigated the position of English Language Teaching (ELT) in Iran; the findings revealed that the materials and the current program have been mostly structure based and cannot be considered as communicative.

The main gap prompting this research was that there have not been any studies related to the congruence between teachers' beliefs and real practices in the class. The present study wants to explore what exactly is happening in the English grammar classes. One aspect of EFL teaching and learning process which has not been studied very much is teachers' beliefs (Clemente et al., 2001). The goal of the present survey is to provide insights of teachers regarding teaching and learning English grammar which will be considered a valid foundation of improvement. The

implication of the present study could be helpful in order to recognize the EFL needs to learn English grammar and develop a new method to meet student needs.

1.3 Significance of the Study

First and foremost, this study is one of the first few attempts to identify a method/technique based on teachers' beliefs in order to facilitate the application of grammatical points which are learned in the class. Understanding grammar and being able to apply it are important tools in communication. The ability to apply grammatical rules helps learners become better listeners, readers, writers and speakers. Grammar helps learners to express their ideas clearly. It is essential for admission into an international university, applying for a good job, getting promotion in the job and so on. Producing grammatical structures is not enough for learners of English; they must be able to use them appropriately and meaningfully.

The present study aims to find out the reasons for the inability of Iranian language learners in applying grammatical rules. As mentioned before, the fundamental component of foreign language instruction are the approach of teaching and success or failure in language teaching and learning depends on the approach applied (Dadvand & Azimi, 2009). Therefore, describing these methods and techniques seems a necessity because learners' problems in applying grammatical rules can stem from the method and technique of teaching grammar.

Many people play important roles in teaching. But, the most important players are teachers, because they have a direct effect on the outcome of teaching, which is learning. Success or failure of a theory of teaching (whether a professional theory

that belongs to the other theorists, or personal theory that belongs to the teacher) largely depends on teachers (Kumaravadivelu, 2003).

Kumaravadivelu (2003) used an analogy to indicate the importance of the role teachers are expected to play. He mentioned that teachers are like actors on the stage. It is true that many persons have important roles behind the scene, such as the playwright, director and so on. But, the failure and success of a play largely depends on the how actors perform. The role of English teachers is like that of the actors. Therefore, one purpose of this survey is to seek out why these methods/techniques are usually selected ; thereby, teachers will notice and take care whether they teach according to professional theory or personal theory.

Knowing the reasons also seems important, because policy-makers and English teachers can notice whether there is any language teaching theory behind their methods/techniques or not. Because according to the theory of action, there is a difference between thinking and practice; teachers believe in something but they do other things.

The other point that policy makers must consider is related to the content. Content must be organized according to the method or technique used. Brophy (2009) stated that research shows teachers, textbook writers and policy-makers concentrate just on the content; therefore, they lose sight of the long-term goals. Brophy (2009) asserted that teachers want to cover all materials in the textbook, and textbook writers want to put as much material as they can in the books. Therefore, many topics will be covered without deep understanding.

Brophy (2009) believed that there is another problem; the coherence of the material presented in the textbooks. He believed that content lacks coherence and some separated topics are covered rather than connected ideas. He stated that "these problems are often exacerbated by externally imposed assessment programs that emphasize recognition of isolated bits of knowledge or performance of isolated sub skills" (p. 3). Research shows that connected knowledge can be learned deeply and is retained longer; furthermore, it is more accessible for application (Brophy, 2009).

1.4 Objectives of the Study

This research is based on the following objectives:

1. To find out selected Iranian EFL teachers' beliefs toward current teaching/learning procedures of English grammar in an effort to find a relation between teachers' thinking and their actions in the class.

2. To discover what the current classroom practices of teaching grammar are in the selected English center in Mashhad.

3. To explore what influences the selected teachers' choice of methods/techniques.

4. To describe what are the selected teachers' suggestions for improving their English grammar teaching.

5. To explore what selected Iranian EFL teachers' beliefs are about what can be done to further help students apply classroom learning of grammar to daily communications

This study was undertaken because current methods/techniques cannot meet the learners' needs. The current methods/techniques refer to the methods being used in Iran for teaching English grammar and learners' needs refer to the fact that learners need to apply grammatical rules which are learned in real situations. This is a

problem which must be solved, and one is not expected to solve it easily. The findings of this study are relevant for several different groups in the field of education including policy makers, English teachers and Iranian EFL learners. They are the persons who play an important role in the education field. The study findings are expected to focus more attention on finding a successful method/technique for teaching grammar in Iran. Although the nature of this study is descriptive, the findings of this research can be used as a turning point in teaching English grammar in Iran.

The findings of the research would be significant to the Iranian EFL teachers and learners, since they would provide them an opportunity to express and describe in detail their experiences, reactions, opinions, ideas and attitudes toward teaching and learning English grammar methodology. The results would reveal potential strengths and weaknesses of teaching and learning methodology and would aid the policy makers in formulating better policies and providing more practical and useful methods for meeting EFL learners' needs. The decisions may be on what areas need to be improved or revised. In brief, the findings would assist teachers and administrators in improving the present courses and designing future programs for the learners' benefit. Mesri (2009) summarized some problems created due to the lack of English knowledge such as inability to send our latest findings out of our country, lack of academic international communication, and so forth. The findings from this study can help to make better the teaching of grammar in Iran and indirectly contribute to alleviating these long term problems.

1.5 Research Questions

Based on the objectives, the following research questions will be answered by this study:

1. What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?

2. What are the current classroom practices of teaching grammar?

3. What influences the selected teachers' choice of methods/techniques?

4. What are the selected teachers' suggestions for improving their English grammar teaching?

5. What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?

1.6 The Purpose of the Study

The purpose of this qualitative descriptive study is to find out the teachers' beliefs towards teaching English grammar in general and towards the current methods of teaching English grammar in particular which is considered to have a great impact on inability of applying learned knowledge by language learners.

Finding out the teachers' beliefs about teaching and learning grammar is important because according to Fazio and Zanna (1981), beliefs have a direct effect on behavior. On the other hand, by considering The Action Theory (Argyris & Schön,

1984), the compatibility between belief and practice is very important. If there is no compatibility between belief and practice, the good result will not be gained.

1.7 Theoretical Framework

The present study was guided by "Action Theory" to elucidate such a difference. They contend that every individual has some mental chart in their minds. They are mostly conscious of these charts however, they act in accordance with them. The mental chart or map strongly influences in their performance rather than their beliefs and knowledge. Action theory is composed of two major sections; namely espoused theory and theory in use (Argyris,1980). When we ask individuals about their performance in specific situations, they illustrate their demeanour based upon the espoused theory. Nonetheless, it is believed that people act in accordance with the actual theory in use.at times, it is extremely difficult to find congruence between two theories and individuals are not conscious of it. (Argyris & Schön, 1974).

This difference creates some questions: to what extent does actual behavior fit with espoused theory? And what will happen if theory and practice are incompatible? According to Argyris (1980), the best result can be gained in case of congruence between espoused theory and theory in use.

Argyris (1990) pointed out it is not possible to know someone's theory in use by asking him. The only way of understanding someone's theory in use is by observing his or her actual behavior, because theory in use governs the person's behaviors.

Espoused theory

Congruence

Theory in use

Governing variables ⟶ Action ⟶ Consequences
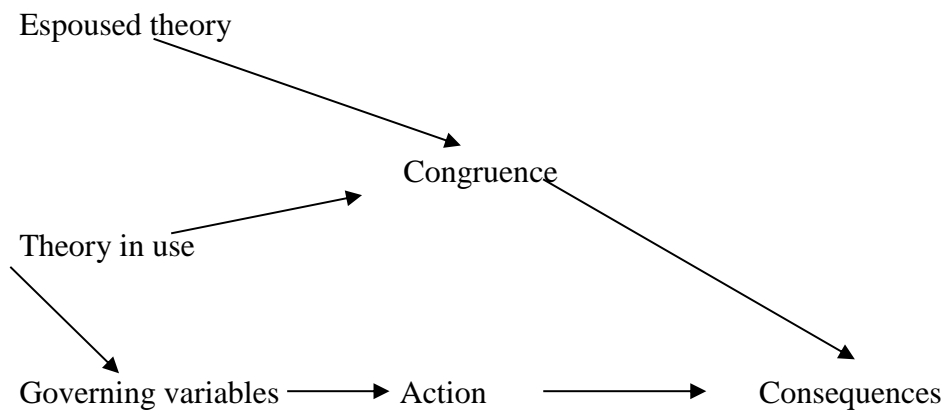
Figure 1.1. Espoused theory and theory in use. Adopted from Argyris & Schön, 1974

Figure 1.1 demonstrates that theory in use includes some variables. These variables are unconscious beliefs, rules and assumptions. These are governing variables because they guide the person's behaviors to achieve certain goals. The governing variables describe the aims and goals and help the person try to achieve them, define and give valid information regarding choosing, generating good feelings to maximize feelings and minimize losing, reduce negative feelings, act with rational commitment for selecting and steady controlling of its accomplishment. These variables create the actions. But espoused theory is the explanation that persons give when asked their idea about something. If these two theories are compatible, the most effective results will be gained (Argyris, 1993).

Now, we can modify this model for teaching English grammar. It can happen for language teachers whereby there is no harmony between their espoused theory and theory in use. They are not conscious of the fact that the espoused theory is totally different from their theory in use. They have some beliefs and notions whereas what they do in their classes is utterly different. For this reason, they usually fail to

achieve the expected results. Argyris (1980) stressed that effectiveness will increase when espoused theory and theory in use are aligned. The present study wants to generate an awareness in the teachers in order for them to create a congruence between what they say they believe and their performances in the teaching field in case of inconsistency.

For the present study, Figure 1.1 was modified. The modified form is shown below in Figure 1.2:

Language teachers' beliefs

Congruence

The actual teaching method

Governing variables ———►(effective) teaching ———►Learning
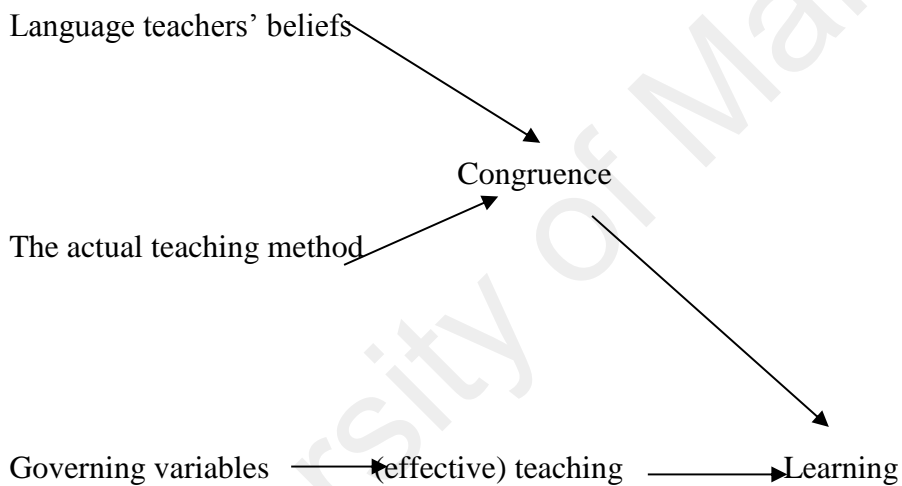
Figure 1.2. Theory and its relationship to effective teaching.

It must be mentioned here that one of the governing variables can be teachers' experiences, because Larsen-Freeman(1998)contended that it is teachers' experiences which drive them to teach rather than their knowledge or beliefs.

Teachers' beliefs are the words they use to explain what they think they do in the class (espoused theory). Their actual behavior--method used in the class-- is theory in use which may or not be the same as their espoused theory. The present study is

aimed at comparing these two theories; in case of difference correction will be needed to align both theories.

1.8 Rationale of the Study

The rationale for carrying out this study was related to the need for a teaching method/technique to facilitate the application of grammatical rules learned in class to real life situations. The method/technique must be focused on the language learners' preferences regarding the method of English grammar teaching/learning. The language learners in the context of the present study have poor command of the English language. In other words, they have no exposure to English except in language center classes. This is because English is a foreign language for them and all of their communications is done in their mother tongue, Persian.

The other reason is that most studies done so far in Iran regarding English grammar just focused on the instruction or learning of grammar or focused on teachers' and learners' roles in the process; these studies have disregarded teachers' and learners' preferences and reactions.

This study is also important as it tries to investigate what really occurs in the classrooms. Recognizing this fact and applying Action Theory, the researcher would hope to highlight some unanswered questions in this field.

Much research has been done in Iran to explore lexical, syntactic and phonological errors which are common among Iranians. Just to provide a brief review of those researchers, Keyvani (1980) pointed out for teaching present prefect the use of two

diagrams will be very helpful; one diagram divided into past and non-past and the other uses an oval to show time span including the present.

Faghih (1997) focused on language transfer in Contrastive Analysis (CA) and narrowed it down to the English definite article "the". There is no single Persian word equivalent exactly to the English definite article "the" and therefore, Iranian language learners have difficulty in using it.

Yarmohammadi (1995) conducted a study about formulating contrast between American English and modern Persian regarding reported speech sentences. To improve the importance of contrast points in producing learning problems, a multiple test (four choices) was done which included about thirty Persian sentences with their translation in English from which the students must select one of the choices as the answer. The results revealed that the interference of two languages was seriously high.

Ghazanfari (2003) focused on interference and English language proficiency and carried out research in order to find out if there was any relationship between the two variables or not. Outcomes showed that there was a strong negative correlation between learners' language proficiency level and the number of errors they make due to interference.

1.9 Conceptual Definitions

1.9.1 Grammar

Grammar has been defined in various ways; however, the most exhaustive one will be discussed here Vossughi (2000) stated, "Grammar is sometimes defined as the way words are put together to make correct sentences" (p. 241). He maintains that such a definition would be an understatement however, it could be used as preliminary definition.

Despite the fact that grammar has diverse meanings to different persons, it can be said that language learners and teachers have a prototypical definition of grammar in their mental lexicon, for instance, if they are asked, the usual answer will be "word order or syntax". Larsen-Freeman (1995, 2001) believed that grammar was not just morphology and syntax alone. It was much more than form; for improving overall ability to use L2, learners must learn appropriate use, it means, when, how and why to use grammatical rules and meaning. For instance, a passive sentence and active sentence has the same meaning by using the same agent and theme, just focus will be different whether on the agent or receiver, like "Tom spilt milk" and "Milk was spilt by Tom" (Larsen-Freeman, 1995). But another example can explain more about meaning; the book kissed Mary, this sentence is grammatically correct, but it is meaningless. Now, it can be concluded that grammar means not only form (syntax and morphology) but also meaning (semantic) and usage (pragmatics). These three items allow people to produce and comprehend an infinite number of various sentences (Celce-Murcia, 1991).

Ur (1996) defined it as follows: "grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language" (p. 87).

In teaching and learning a language, there is another definition: Byrd (1998) stated that "Grammar is central to the teaching and learning of languages; it is also one of the more difficult aspects of language to teach well" (Para.1). Based on this study, the knowledge of grammar is considered as of value when the learners can apply this knowledge. Grammatical rule in this thesis means rules that are generally accepted and taught at school at least on the local level. In summary, grammar is the relationship among form, meaning and usage.

1.9.2 Grammatical Knowledge

It is considered that regular observation of grammar features and repetitive practice in a language environment can lead to automatized grammatical knowledge. For example, grammatical knowledge enables you to select the correct verb form without thinking like adding the –ing or –ed. Generally speaking, it can be said that grammatical knowledge is knowledge about grammar rules with a right meaning and an appropriate usage. It is an automatized ability to use L2 in correct form in any situation. Grammatical knowledge is related to overall ability in four points: accuracy, fluency, meaningfulness and appropriateness. However, it seems that improving in accuracy and fluency is almost impossible at the same time, especially in productive performance, but procedural grammatical knowledge can be taught such that achieving both of them is possible simultaneously. Grammatical knowledge has a leading role in determining the accuracy of L2 use. Swain (1985)

reported that in some immersion grammarless instruction programs in Canada, students did not achieve grammatical accuracy. It can be concluded that some kinds of grammarless instruction probably are needed to develop L2 grammatical knowledge; though it is not an end it is a means related to overall ability to use L2, it is a foundation and has a strong relationship with performance.

1.9.3 Language

A common definition of a language is a set of rules for generating speech. It refers to the capacity of humans for acquiring and using complex systems of communication. It is considered as a coding system and a means for transmitting or sharing information between two or more communicators for purposes of command, instruction or play. But, there is no universally accepted definition. For this reason, scientists have wondered if non-human species can use language. There are different kinds of communication systems in nature; some of them are unique but one of them is human language; "basically, the purpose of communication is the preservation, growth, and development of the species" (Smith & Miller, 1968, p. 265). All communication systems have something in common, which is the ability to exchange information and also some of non-human systems share some features of human language. But there is a big difference between human and non-human communication: it is believed that animals react instinctively, but, human behavior is under voluntary control, and human language is creative and unpredictable. It is generally believed that only humans have language (Hockett, 1967). Hockett (1967) proposed a language checklist to compare human language and animal communication means. It is a widely used checklist. It is consisted of a group of design characteristics which is shared by all human languages.There are seven features: "duality of pattern (the combination of

a phonological system and a grammatical system), productivity (the ability to create and understand new utterances), arbitrariness (when signs/words do not resemble the things they represent), interchangeability (the ability to transmit and to receive messages by exchanging roles), specialization (when the only function of speech is communication and the speaker does not act out his message), displacement (the ability to refer to the past and to things not present), and cultural transmission (the ability to teach/learn from other individuals, e.g., by imitation)" (pp. 574-580).

Articulate speech has been added to language recently but, unfortunately, until now, visual grammar sign languages have not been studied as a true language.

Chomsky (1965) introduced one of the famous views of language; a kind of language organ inside the mind is the genetic make-up of humans. There is a system which enables humans to generate unlimited number of sentences from a limited set of rules; it is not found in any other species and it is unique just for humans (Wardhaugh, 1985). Although we cannot claim that without conducting intensively investigated any form of animal communication that may look like human language for instance, combinations of words/signs, intonation, and body-language, within a natural social context. The only thing that can be claimed is language is a system of sounds and written symbols which people use as a means of communication. La Forge (1983) proposed the interactional view of language underlying Community Language learning: "Language is people; language is persons in contact; language is persons in response" (p. 9).

For the aim of this survey, language refers to learning and acquisition; understanding and being able to apply basic rules of learned language; generally language is a medium of teaching in the class.

1.9.4 Foreign language

It is believed that foreign language is a language not used by people in a native country, neither in formal situations nor in informal situations. It is not used in spoken or written form. Foreign language must be taught and learned. The foreign language in question for this study is English.

1.9.5 Foreign language grammar

Grammar of a foreign language is considered as a foreign language grammar. English grammar is considered the foreign language grammar in this study.

1.9.6 Teaching

Generally, teaching refers to conveying some predefined issues to the learners. It is deliberately used to facilitate the learning process; it can be done via teachers or other forms. The leading aim of teaching is to prepare learners to acquire specific behaviors, skills, or knowledge. In the present survey, teaching refers to the teaching of English grammar.

1.9.7 Learning

The process of acquiring specific behaviors, skills, or knowledge is learning. In this work, learning is considered learning grammatical rules and passing the final grammatical test.

1.9.8 Approach

Richards and Rodgers (2002) define approach as follows: "an approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic; it describes the nature of the subject matter to be taught" (p. 19). In the present study, approach refers back to the teachers' actual behaviors in the class.

1.9.9 Belief

The concept of belief implies a mental representation. It is a psychological issue which represents everybody holding predefined concepts in their minds. In the current study, teachers' beliefs refer to their ideas about language teaching and learning in general and English grammar teaching and learning in particular.

1.9.10 Effective Teaching

In this study, "effective teaching" is defined operationally by considering the fact the process of teaching must be such that it results in the learners' ability to apply the grammatical rules in accordance with their proficiency level.

1.10 Limitations of the Study

The limitations of this study are as follows:

Participants were three language teachers selected from Mashhad, the hometown of the researcher. Hence,the major limitation of this study is the generalizability of its findings. We cannot generalize its findings to all English teachers whether in Iran or abroad. Since the present study is based on qualitative research, the data will be gathered through observations and interviews. It means that the conclusions

reached are true just for the EFL teachers who participated in this study. However, some points raised about the reasons for selecting the methods/techniques by teachers may be generalized to other English teachers. Further studies may need to increase the number of participants (language teachers) which may yield different conclusions. On the other hand, the participants of this study will all be females. Because attending classes of the opposite sex will be difficult given the conservative Islamic nature of Iran, it will not be possible for the researcher to enter classes of male students. Therefore, according to Nazari (2007), the underlying principles can be generalized to the theory, not to a population. That is to say, the issue will be put forward and the related general theme not by "enumerative induction" but "analytical induction" (Mitchell, 2000).

The present study was truly qualitative in nature. Incorporating a quantitative study using a survey would assist me to gain a broader insight about the phenomenon under study. The mixed method of qualitative and quantitative inquiry would complement one another. In fact, what one method could not capture, the other would; therefore, it may assist to increase the validity of the study.

 My major goal is to find the reason(s) for Iranian students' inability to apply their grammatical knowledge in terms of learning process; it does not focus on solving the problems. I know there are many reasons, for instance materials, time, age, methodology, learners' and teachers' beliefs, technology and others (Sadr, 2009), but it is near impossible to study all the factors; because my thesis is a small project and I must finish my study in a planned time, my work focuses on two major issues: teaching methodology and teachers' beliefs. Hence, the present study

focuses on the EFL teachers' beliefs and reactions toward teaching English grammar in general and toward the current methods of teaching English grammar in particular. It investigates experiences, beliefs and reactions of three English language teachers. It also looks at EFL teachers' preferences for choosing a method of teaching and learning English grammar. The objectives of this study will be fulfilled to the extent possible through analysis of group and personal interviews with language teachers as well as observation of practicing English language teachers. It is hoped that this study will contribute to better understanding of the issues related to language teachers' beliefs in teaching and learning methodology in general and learners' inability of applying grammatical rules in particular and provide clues that would help in choosing the best method of teaching.

1.11 Summary

The section began with a personal experience of the researcher resulted in conducting the present study and next a short background of the status of grammar. After that, the problem, gap and significance of the study were explained; next the objectives and research questions have been presented. The theoretical framework has been demonstrated in the next part. The discussion was done on the rationale of the study. Then, it provides a brief explanation about different concept used in the present study. At last, a general discussion has been devoted to the limitations.

2.1 Introduction

The section will review the methods of teaching English grammar. It begins with a look at the definition of grammar. The discussion touches on the importance of teaching grammar. However, it must be mentioned that in the field of grammar "new information is harder to come by" (Wilkins, 1972). Then, it provides a brief explanation about teaching grammar through different methods. At last, a detailed discussion is devoted to the learning of grammar.

2.2 What Is Grammar?

Brown (2004) pointed out that the most ambiguous term in language teaching is grammar. It can be defined as mental grammar; it is an internal system which enables the person to generate and interpret new sentences and it can also be used to show both learner grammar and proficient language speaker grammars; on the other hand, it has been characterized as prescriptive grammar, namely, it is a set of prescriptions and prohibitions regarding language forms and their usage. The other description of grammar is descriptive grammar; it includes a description of how proficient users of a language adopt different language behaviors, and it also can be considered as a starting point regarding formal language. On the other hand, it explains why one linguistic form is more appropriate than another in satisfying a particular communicative purpose in a particular context (functional grammar).

Another definition is linguistic grammar. This mainly focuses on a certain linguistic theory. The next one is reference grammar which is a work related to important structures of a language. Then, there is another kind of grammar which is pedagogical grammar or teachers' grammar which includes the rules and structures brought together for instructional and assessment purposes; it is especially useful for teachers. It is usually a more comprehensive and detailed form of reference grammar.

The above explanation can easily show why the term grammar is considered ambiguous; since grammar divides into implicit grammar, and explicit grammar, universal and language-specific grammar, the way that language must be used and the way that language is actually used. All of the above mentioned definitions are multidimensional and it indicates the fact that grammar is an ambiguous term (Larsen-Freeman, 2009).

Grammar is a word associated with an unchanging set of word shapes and rules of application, but this is a misconception that hearing the word grammar reminds many people, even language teachers. There are even divisions for grammar; good grammar and bad grammar. According to Byrd (1998), good grammar refers to "prestige forms of the language" or the forms used in formal situations and in writing. But, what is bad grammar or simply, no grammar? It includes everyday conversations, daily dialogue or the form of language that nonprestige speakers use (Byrd, 1998). But where is the root of this misconception? Why do people, even language teachers, have a wrong idea about grammar?

This misconception stems from the fact that language learners cannot apply their knowledge of grammar even after spending many years in grammar classes (Cawley, 1957; Hudson, 1987; Macauley, 1947).

Hudson (2001) added another reason for this misconception. He believed there is no strong underpinning for teaching grammar and pointed out that there is not any boost for grammar in university. Teachers teach something they learned as students at school not in university. There is not anything new about grammar that universities can provide to students.

But, this is a misconception about grammar rather than a formal definition of it. In fact, there are not any various explanations for grammar, but here the most popular ones are presented.

Chitravelu (1995) defined grammar as "the rules of a language". It depends on the word order in different contexts, that is, the way the words are put together to transfer the meaning. Generally speaking, grammar is partly defined as the study of what patterns are acceptable in a language.

Thornbury (1999) stated that grammar involves analysis at the sentence level; this kind of grammar is called descriptive grammar. There are rules that form grammatical sentences; descriptive grammar describes these rules. The other function of grammar is trying to find the reasons that make one sentence grammatically acceptable and the other not. It also explains how an ungrammatical sentence must be modified.

Vossughi (2000) classified grammar into two parts; prescriptive grammar and descriptive grammar. The former is a familiar type; it prescribes what people should do (writing and speaking). The latter is related to the meaning of grammar which covers parts of speech. To clarify the meaning of prescriptive grammar, an analogy is used; it is like the physicist who says what the laws of physics are. Grammarians have no more right to decree how people should speak than physicists have to decree how electrons should move. Then, grammarians give an explanation about parts of speech; they analyze a sentence, where the function of each word in the sentence must be labelled. After that, through an appropriate grammatical rule, it must be explained how the words combine (Vossughi, 2000).

Generally speaking the majority of pedagogical grammars are formal, including morphosyntactic rules from traditional and structural linguistics, from Generative Linguistics. Formal grammarians presume linguists must provide a structured list of possible lexical items and the grammatical rules or principles and this list will allow persons to construct an unlimited number of different new structures by using the grammatical rules or principles and the list of possible lexical items (Chomsky, 2004).

These definitions can give a clear picture of the term "grammar". However, based on this study, the knowledge of grammar is considered as a value when the learners can apply this knowledge.

2.3 Learning vs. Acquiring

Krashen (1992) believed that grammar teaching plays a minor role in developing language competence. He asserted, "Language is too complex to be deliberately taught and learned" (Krashen, 1992, p. 409). To Krashen, learners acquire language merely by understanding it. If there is comprehensible input, persons can acquire a second language without being taught grammar. In other words, he believed that persons acquire structures naturally, through meaning. Krashen (1982, 1992, 1993a, 1993b, 1994) stated that grammar teaching has a peripheral effect on learning language. According to the monitor hypothesis, just an acquired system is responsible for production; the learned system acts in a different way; its function is monitoring, and it can be useful just when the learners have time to check their output (as in a grammar test). The learned grammatical rules and the formal knowledge are responsible just for accuracy. Actually, learned knowledge acts like an editor (Krashen, 1982). The following diagram shows this event:

Learned Knowledge

|

(Monitoring)

↓   ↓

Acquired knowledge ————————→ Output
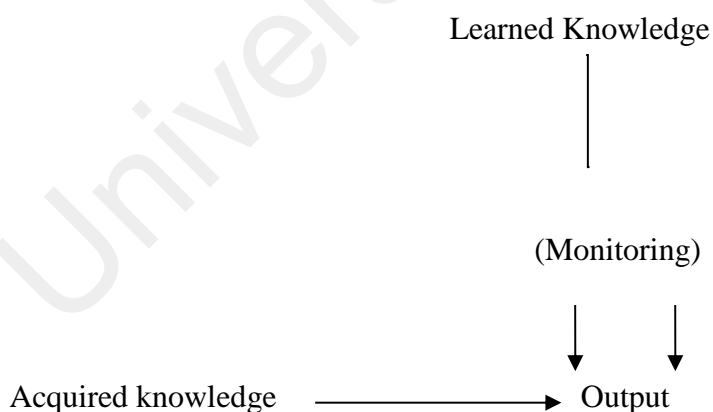
Figure 2.1. The Monitor Model of L2 production (adapted from Krashen, 1981, p. 7)

From Figure 2.1, it can be seen that the learned knowledge can edit the output before or after production. Krashen (1981) explained that persons cannot say something they want to actually say through learned knowledge. This knowledge cannot be a basis for using language. Krashen (1982) stated that learning results in information about the language, not the ability to use it. Littlewood (1981) also pointed out there were many aspects of language learned just through natural process. Since English is a foreign language in Iran, there is no acquired system in Iran.

Yet, some other researchers, such as Harley and Swain (1984, cited in Yip, 1994), believe that some linguistic structures do not develop without teaching grammar. Harley and Swain (cited in Yip, 1994) did research on a French immersion program. They studied the effectiveness of the adequacy of comprehensible input and they concluded that although learners received "a large amount of input", they did not remarkably progress in grammatical points.

Long (1983) and Doughty and Williams (1998) claimed that grammar teaching can make a difference, but Krashen and Terrell (1983) argued that learning works as an editor (monitor model). They believed that grammar teaching does not result in acquisition of structures, because conscious learning happens, and conscious learning is used just as a monitor, or editor. It can do just correction, but language fluency depends on acquisition.

According to Krashen (1992), no theory exists which supports the idea that students first learn grammatical rules, nor is it supported by observation of second

language learners, because they can use the rules correctly that they have never learned before and they cannot use accurately the rules they have never been taught before. Krashen stressed that instruction in grammar, expressing difficult rules, analyzing structures about the target language is not language teaching, but "language appreciation".

In his latest article, Krashen (2007) stated that both learners and teachers are aware of deceiving themselves. They suppose that studying grammar is responsible for students' progress, but the real progress is resulted from the medium. In brief, Krashen believed that language can be acquired by application and generally speaking it is more than principles learned in the traditional ways.

Some researchers agree with Krashen's views on the teaching of grammar. Elley, Barham, Lamb, and Wyllie (1975) conducted a study in New Zealand to find out the effectiveness grammar teaching. They reported that English grammar instruction had no real effect on the language development of secondary students.

After conducting experimental research on grammar instruction, Harris (1962) perceived that on an assessment test for sentence complexity and surface errors, five high school classes that received grammar instruction for two years performed worse than a similar group which did not receive any grammar instruction. However, Borg (2009) brings out another point: "the social, institutional, instructional and physical settings in which teachers work often constrain what they can do" (p. 167). Therefore, these constraints may be lead to results which are not the teachers' ideals.

Larsen-Freeman (1998) pointed out that there is a misunderstanding about grammar; many persons think learners acquire the grammatical points on their own; they assume teaching grammar is not a necessity. However, she believed that acquiring grammatical points can occur for immigrants, especially young immigrants; but, it does not happen for all learners. She claimed that there are some immigrant learners who acquired a degree of proficiency, but their English is far from accurate.

Holdaway (1979) presumed that the form of knowledge can be divided into two classes: productive and abstract. Productive knowledge includes the way of doing something and abstract knowledge is knowing about something. Regarding grammar, Holdaway emphasized that the most important issue is that learners know how to use language. He observed that teachers go about it the wrong way because they think knowing about language is necessary. To them, if students know about language, they will be able to use it successfully.

But, the language teachers' wrong belief is not the whole story. Sometimes, there is difference between belief and practice. Argyris and Schön (1984) presented the "Action Theory" regarding this content. They presumed that everybody has a mental map in their minds. Although they are not aware of it, they perform based on it; the mental map controls their behaviours rather the theories they insist to accept (Argyris, 1980). The Action Theory splits up theory into two parts: espoused theory and theory in use. If people are asked about their activities under definite conditions, they state their performance based on the espoused theory. However, all people perform based on the theory in use. Sometimes, there is no harmony

between the two theories and persons are not aware of it (Argyris & Schön, 1974).

According to Fatemi et al. (2012), the person's belief has a direct effect on his or her behavior.

This difference creates some questions: to what extent does actual behavior fit with espoused theory? And what will happen if theory and practice are incompatible? According to Argyris (1980), the best result can be gained in case of harmony between espoused theory and theory in use.

Espoused theory

Congruence

Theory in use

Governing variables ———→ Action ———→ Consequences
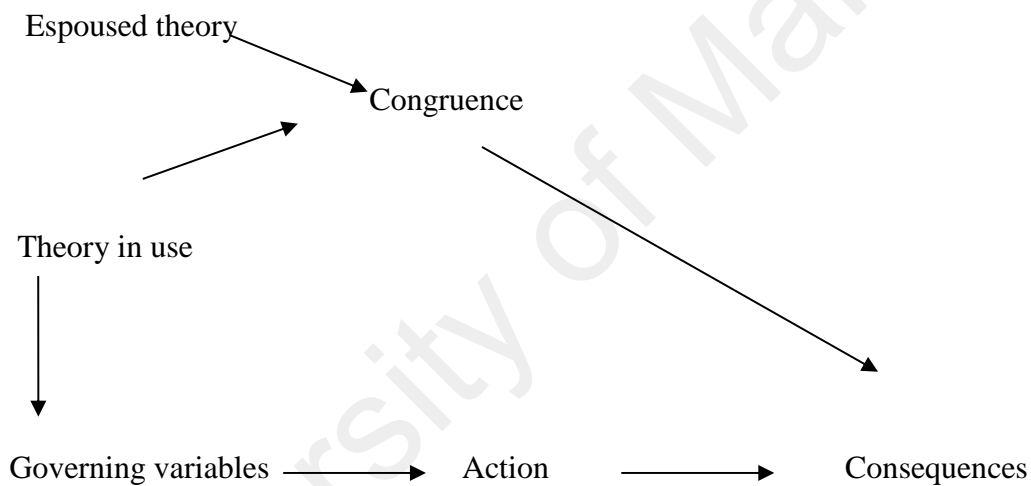
Figure 2.2. Espoused theory and theory in use. Adopted from Argyris & Schön (1974).

Figure 2.2 demonstrates that theory in use includes some variables. These variables are unconscious beliefs, rules and assumptions. These are governing variables because they guide the persons' behaviors to achieve certain goals. These variables create the actions. But espoused theory is the explanation that persons give when asked their idea about something. If these two theories are compatible, the most effective results will be gained (Argyris, 1993).

Now, we can modify this model for teaching English grammar. It can happen for language teachers whereby there is no harmony between their espoused theory and theory in use. They are not aware that their espoused theory is not the same as their theory in use. They accept something, but they act the other thing in the class. Thence, they cannot acquire effectual results. According to Kelly (1995), when beliefs and behaviors are different, it is because of social pressure. Teachers' beliefs are the words they use to explain what they think they do in the class. Argyris (1980) stressed that effectiveness will increase when espoused theory and theory in use are aligned. The present study wants to generate awareness in the teachers in order that they create congruence between what they say they believe and their performances in the teaching field in case of inconsistency. Argyris (1990) pointed out it is not possible to know someone's theory in use by asking. The only way of understanding someone's theory in use is by observing his or her actual behaviour, because theory in use governs the person's behaviours.

For the present study, Figure 2.2 was modified as shown below in Figure 2.3:
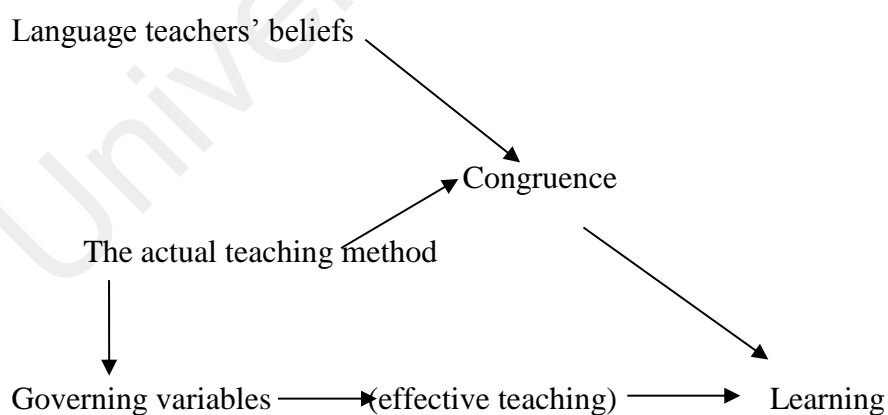
Figure 2.3. Theory and its relationship to effective teaching.

It must be mentioned here that one of the governing variables can be teachers' experiences, because Larsen-Freeman (1998) considered that instructors teach based on their experiences in the class rather their knowledge. A lot of research discovered that teachers' education determines their main concept of foreign or second language; the teaching methodology is chosen based on their experiences as language learners; therefore, their stated beliefs (espoused theory) are not very reliable and for this reason, their beliefs and practice do not correspond (Action Theory) (Borg, 2001, 2003, 2009; Doman, 2013; Farrell & Lim, 2005; Liao, 2007).

Teachers' beliefs are the words they use to explain what they think they do in the class (espoused theory). Their actual behavior--method used in the class-- is theory in use which may or not be the same as their espoused theory. Many examples of inconsistencies between teachers' beliefs and their actual classroom behavior have been given in the literature. Borg (2009), Sato and Kleinsasser (1999), Karavas-Doukas (1996) and Argyris (1980) pointed out the issue of mismatch between the teachers' stated beliefs and observed practice. Borg (2009) suggested that "a lack of congruence between teachers' beliefs and their practices should not be seen as a flaw in teachers" (p. 167). Allen (2013) stated that there is a strong and complicated relationship between teachers' beliefs and their activities in the class and the other effect is related to choose curricular, method and material of teaching and the most important effect is on their students. Basturkmen (2012) pointed out teachers' beliefs have many various definitions but the most accepted one is that teachers' beliefs refer to evaluative propositions which is done consciously or unconsciously by teachers. Farrell and Lim (2005) carried out a case study on two English language teachers' beliefs and their classroom practices in an elementary school in

Singapore; the findings revealed that both of them taught based on focus-on-form, though one of them preferred "explicit methods to implicit methods". Regarding this matter, Yim (1993) conducted research on L2 teachers in Singapore. The teachers expressed their teaching methodology as communicative and they emphasized that their main activities were meaning-focused activities in the class; however, observation data revealed their activities were mainly accuracy-focused activities because these kinds of activities were necessary for preparing students for examinations (cited in Richards, 1996). Munby (1984) carried out a case study on attitudes and values of one science teacher which has remained one of the earliest qualitative studies into the attitudes and values that teachers have and how these variables can change their teaching methods and affect their classroom practice. Although Munby's case study provided some data about a science teacher rather than language teacher, it seems convincing and applicable to other teachers in different subjects, including language teachers (Doman, 2013).

The present study is aimed at comparing these two theories, in case of difference; the correction will be needed to put both theories in line.

2.3.1 The Importance of Teaching Grammar

The grammar instruction has been a controversial issue for a long time; the contentious issue has been the position of grammar in the teaching (Ur, 1996). As noted by Gaudart (2008), there has been a swing for and against the teaching of grammar for the last 50 years.

Although the role of grammar teaching has changed dramatically from time to time, some researchers believe grammar has a very essential role in language learning. For the last 40 years, the teaching of grammar has caught the interest of many and

held a governing place in English language teaching (Azar, 2007). Azar further mentioned one important aspect of grammar teaching; it helps students find out the nature of language because all languages consist of predictable structures. These patterns make what the speakers of a language say, read, hear or write intelligible. Without grammar, there are individual words or sounds. Azar (2007) concluded that grammar plays the role of weaving which results in making the fabric.

Byrd (1998) went further and expressed the idea that grammar has a central role in language teaching and learning. She believed that it is difficult to teach grammar well. Language teachers who accept this definition consider grammar as a set of forms and rules. By explaining the forms and rules, they teach grammar, and then drill students on them. On the other hand, other language teachers, who differentiate between language learning and language acquisition, prefer not to teach grammar at all. They consider students learn their second language the same way children acquire the first language. They presume that learners absorb grammar rules while hearing, reading and using the language in real contexts (Byrd, 1998). On the contrary, Ur (1996) stressed that if someone wants to gain mastery over a language, it is vital to learn the grammatical rules. Today, the majority of teachers recognize the importance of grammar and they are involved in teaching it. Therefore, the number of indifferent teachers has remarkably decreased (Jean & Simard, 2011; Thornbury, 1999; Van Gelderen, 2010).

But, there is an important point here which must not be forgotten; meaning plays an important role in the learning field. When learners hear or read something, they will forget if they do not know the meaning. Learning from communication activities is

impossible without understanding. This is true about grammar. Students cannot apply the grammatical rules when they do not know the meaning and function of the components. According to Ur (1996), "grammar and meaning were interwoven; grammar does not only affect how units of language are combined in order to look right; it also affects their meaning" (p. 76). The majority of teachers agree with the view that it is too difficult to teach a language without knowledge of its structure and its functioning (Hedge, 2000).

Celce-Murcia (1991) expressed the importance of teaching grammar related to communicative purpose. The most important point is that the English teacher must understand the fact that linguistic accuracy is an important part of communicative competence, because it gives the ability to achieve meaning, "while communicating in a sociolinguistically appropriate manner" (p. 280).

But, teaching grammar does not always lead to success. Innumerable language learners have been studying grammar for many years and yet they still need work (Tips for Teaching Grammar, 2006).

According to Ur (1996) teaching grammar will not create the ability to use language in real life contexts. But, this is not the most important problem. The problem is not that teaching grammar must be done or not or learning grammar is essential or not; rather, the question is whether teaching and learning grammar helps the student to use the language or not. Every normal person can learn or, in other words, acquire his or her mother tongue without deliberately learning grammar. It is understandable, but teaching grammar for the purpose of learning a second language is beneficial and even necessary if it is taught steadily. It must not

be considered as a goal, it must be used as a means to make learners prepare to obtain language mastery and to make progress.

Azar (2007) showed her idea by quoting from Pennington. She stated the old-fashioned notion is that grammar teaching means teaching rules, as Pennington says, "nothing more or less than the organizing principles of a linguistic or (broader) communicational system, without which, there is no system" (Pennington, 2002, p. 78). However, teaching of grammar means teaching students to understand how a language works. Learners need to understand grammar concepts and learn how to make meaningful sentences instead of phrases or single words and how to make meanings within real contexts (Ur, 1996).

According to extensive studies conducted on grammar, some researchers believe that explicit learning of rules and emphasizing on grammar can facilitate the grammar learning process (Hedge, 2000). Hedge underlined the importance of teaching grammar by saying: "It is this belief that has led to the reassertion of the value of grammar learning in the classroom" (p. 151).

But, it is not all about teaching of grammar. Some researchers believe that grammar teaching is a waste of time. The central point is that they presume that the teaching of grammar is neither necessary nor sufficient for learning a language which is supposed to lead to its use (Newmark, 1979). It is obvious that there have been many debates about teaching and learning grammar, so teachers and learners have still not recognized the main root of the problems; in other words, there is a problem regarding whether to teach grammar or not (Aarts et al., 2008).

The role of teachers must not be forgotten in this field (Brumfit, 2001). Some language teachers believe that knowledge of syntactic structures means language knowledge. If learners do not have any difficulty in this part, they will not have "any difficulty in dealing with actual use of language". But, often the truth is that learners know how to construct grammatical structures, yet they are unable to have real life conversations in the language learned (Widdowson, 1979). Some experts argue about language teachers' qualification for teaching grammar (Ferris, 1999, 2007; Truscott, 2009). Zhou (2013) developed a program for language teachers to improve their teaching and he emphasized that this program must be non-stop and continued while teaching.

In spite of these statements, language and grammar are inseparable. The majority of people acknowledge that learning a language involves knowing its grammar; although it is obvious that knowing just grammar is not enough, knowing the other things seems inevitable. But, the important thing is that knowing of grammar may be intuitive (it is like our native language), therefore, teaching grammatical rules and learning them are not needed, that is, learning formal rules is not essential. Rather, knowing grammar will be useful in receiving and producing meaningful structures within various contexts of real life (Ur, 1996). But why do some teachers and researchers struggle to marginalize grammar? It can be related to the old notion: when the word "grammar" is heard, it is connected to complexity; students feel anxiety and start to learn grammar with some trepidation (Celce-Murcia & Larsen-Freeman, 1999).

On the contrary, there is some evidence that contradicts these statements. According to Celce-Murcia and Larsen-Freeman (1999) "some, actually come away from the experience believing, as we do, that learning grammar is fun" (p. 10).

According to Ur (1996) grammar can be considered as a fascinating discovery. There is a problem here; how can language learners imagine grammar includes fascinating points, while their teachers believe it is boring and lacking in interesting issues? It seems like a dilemma. Anyhow, it is clear that grammar is a valuable means to help language learners (Ur, 1996). Wilkins (1972) supported this notion when he asserted that "it is not unusual to hear foreign learners and even teachers of English say that English grammar is relatively simple" (p. 73).

Generally speaking, we can compare two extremes in opinions on the teaching of grammar. But, the value of teaching grammar is still in doubt. Much of the early research arguing against grammar discovered that teaching grammar is just a waste of time; their reason being that the majority of language learners cannot apply the grammatical rules after many years of spending time in grammar classes (Cawley 1957; Hudson, 1987, 1998, 2001; Macauley, 1947).

On the other hand, the majority of investigation has found that when grammar is well taught any type of it (traditional or modern) can be learned by most school children (Bateman & Zidonis, 1966; Elley, 1994; Elley et al., 1975; Ghabanchi, 2010; Herriman 1994; Kennedy & Larson, 1969; Mellon, 1969; Naeeimi, 2009; Tomlinson, 1994; Yousefi, 2010).

Some persons believe that teaching grammar is useless. According to Cuff (1956) teaching grammar is a controversial issue; the main argument is whether teaching grammar has sufficient value or not. Cuff goes on to quote "an experience conducted by the North Carolina State College" and concludes that "formalized teaching of grammar…is less effective in obtaining technical improvement in grammar among the mass of students than is the careful study of readings" (p. 76). Various studies indicated that many claims regarding teaching grammar are lacking in valid principles of fact (Cuff, 1956).

Many previous studies found that teaching grammar is possible in such a way that students learn nothing. On the other hand, there is some evidence that teaching grammar is helpful. Grammar is taught to children as young as six or seven, in some countries. According to developmental psychology, it is claimed that metalinguistic awareness begins to grow between age five and seven years. Nevertheless, this evidence can be used as a warning to persons who believe teaching grammar is a waste of time. It is true that teaching any kind of grammar is better than nothing (Herriman, 1994; Hudson, 1998, 2001). Above all, Thornbury (1999, 2006) stressed that students presume learning another language means the ability to create well-formed structures and it is vital they are able to apprehend grammatical sentences.

It is also true that learning different kinds of grammatical rules is essential. Language learners develop through many stages, and they pass one stage and progress to the next stage. They must learn necessary rules, because they will be asked to do some tasks through applying these rules. They do not need to know everything about the rule; rather, they must know to what extent to apply the rules.

Language learners do not need to have conscious knowledge of grammar; it is not an obligation to understand the various grammatical labels such as subject, verb and so on. However, advanced language learners definitely need to know some of these grammatical labels, at least, to understand their teacher's explanations and directions to do their assignments. And furthermore, they must be able to discuss with their teacher. How can a conversation take place without knowledge of grammar?

2.3.2 Different Approaches of Teaching Grammar

English grammar teachers have always encountered a problem that their learners should analyze the language to learn the grammar or use it to master the grammar. This dilemma refers to two approaches in teaching grammar; inductive and deductive. Grammar may be taught and learned in two different ways: deductively, where students are first given a rule, and after understanding and learning the rule they start practicing it (for learning language, students use other people's deductions); or inductively, "in which they work out rules for themselves" (Littlejohn & Hicks, 2009).

Cotter (2005) defined two crucial approaches to teaching grammar; deductive and inductive approaches. When teachers present the rules, they teach deductively. Then, according to the given rule, language is produced. The inductive approach takes the opposite stance; the grammatical rule is put inside a text and students must infer the rule through the teacher's guidance. In other words, they have to discover the rule themselves. The teacher does not give them any rules, but gives a means to guide them in discovery.

There were arguments in language-teaching literature, for many years, on whether grammar should be deductively or inductively taught. However, the major point is that both methods pay attention to language learning rather language acquisition (Wilson, 2000). The important issue is we cannot say which one is better than the other. Should language teachers use just the inductive or the deductive method or both methods? Can they get more benefits by sometimes utilizing one and sometimes the other? How can one evaluate which one is more impressive for some special parts of grammar? (Cuff, 1956).

Brown (2000) answered these questions as follows; "both inductively and deductively oriented teaching methods can be effective, depending on the goals and contexts of a particular language teaching situation" (p. 97). It is true that there is no difference between these two approaches. Inductive and deductive approaches interweave. Language learners are given the rules and explicit information about grammar, while encouraged to shape grammar patterns for themselves and find out the general rule. It is obvious that both approaches help learners (Azar, 2007).

But Newmark (1979) pointed out that for learning grammar inductively, it seems that teaching is not compulsory because "the language learners' craving for explicit formulization of generalization can be usually met better individually and independently than by discussion in class" (p. 165). But, there is no reason to accept this claim; if learners can discover grammatical formula out of class by themselves it will be done easier and faster in the class by providing information from the teacher (Ur, 1996).

2.3.2.1 Deductive Approach

Giving the rules and principles and then applying them to particular examples is the most obvious characteristic of deductive teaching. In fact, deductive teaching involves the process of learning which starts with general rules (Nunan, 1999).

Teachers who teach grammar deductively consider grammar as a set of forms and rules. They explain the forms and rules and then drill students on them (Byrd, 1998). In deductive learning, the teacher states the rule and then gives the learner some deducing examples (Celce-Murcia, 1978). It means that first students learn the grammar rule, and then they use the rule. When teachers use the deductive approach, they must state grammatical rules to the students. It is not necessary that the teacher provide a suitable context and students do not need any communicative purpose. Students are responsible for learning; first, they must learn form, after that, they learn the meaning.

One of the most popular ways of teaching grammar is to present a grammar rule. First, teacher explains what is supposed to be taught. Therefore, language learners are informed of rules. However, there is an important drawback; when learners cannot discover the rules and meaning themselves, their ability to infer the new structures will not be developed (Morrison, 2009). However, according to extensive studies conducted on grammar, some researchers believe that explicit learning of rules and emphasizing on grammar can facilitate the grammar learning process and speed up it (Farley, 2004; Hedge, 2000; Williams, 2005). Hedge (2000) underlined

the importance of teaching grammar by saying: "It is this belief that has led to the reassertion of the value of grammar learning in the classroom" (p. 151).

2.3.2.2 Inductive Approach

 Inductive learning involves the discovery process. Language learners are given some examples and instances; they have to study these examples in order to discover the rules and principles. In an inductive approach for teaching grammar, students would be asked to find out the function and use of the grammatical structures being taught. They should decode the examples themselves to find out the meaning of the text. The examples must be presented in such way that students can induce the grammatical rule. Teachers just present the examples (Celce-Murcia, 1978; Morrison, 2009; Nunan, 1999).

Grammar induction or Grammatical Inference is a very obvious example of Inductive Learning. It involves discovering a general rule from examples and formulating it. The group of examples, or positive sample, is a set of strings. A group of strings not belonging to the target language is called negative sample. A negative sample can be used to help the induction process.

According to Sasson (2007), we can find a strong relationship between communicative competence and teaching grammar inductively. Teaching grammar inductively can be useful for communicative competence. Right grammatical terms can be chosen for the appropriate setting. For using function, this approach plays an important role. Learners should also know how to use language in context. To have an appropriate conversation, language learners must pay attention to three parts:

when, where and whom to. Just by considering these points, learners can use correct grammatical sentences. Language learners must know how to start a conversation, how to address different persons in different situations, how to react in various situations like requests, invitations, compliments, and apologies (Hicks, 2009; Sasson, 2007). According to Snow (1996) if students are encouraged to take part actively in the class in the process of learning instead of sitting passively and following the teachers' instruction, they will learn more effectively and above all, they will learn by themselves in the class and after class. However, often the truth is that learners know how to construct grammatical structures, yet they are unable to have real life conversations in the language learned (Widdowson, 1979).

2.4 How Is Grammar Taught Through Different English Teaching Methods?

The role of grammar has changed dramatically in recent years. For many years, it had a central role in class. The main focus was on grammar. For many teachers grammar had a key role in their classroom methodology. After some time, its role has been changed; this role has been affected by the growth of different methods. An anti-grammar movement started in the 1980s, because of Krashen's opinion that grammar can be acquired naturally when given meaningful input.

However, after a while, grammar regained its important role. English teachers put fluency and accuracy in the same position. According to Hedge (2000), there has been a resurgence of teaching grammar in recent years. Language teachers could not choose one of the extremes. They jumped from one end to another. They have been wondering to choose between approaches which concentrate on language

usage or the approaches that focus on form. They have been wandering between fluency and accuracy. Finally, they came to the conclusion that it was alternation. But, they still cannot choose between two approaches: learning communication in second language through communication or through lexicogrammar --the words and grammatical structures of the target language. There was a false belief that if one learned the form, one could communicate somehow. But, it seems a shift has occurred in priority; now many believe if learners can communicate, somehow they will master the forms.

Different methods brought different roles for grammar. By considering the method which teachers choose to teach the foreign language, the way of teaching grammar will be changed. The main focus is on grammar in some methods, but it is marginalized or totally ignored in others; though the majority of them have something in common. There is a secret in grammar teaching; you must have a comprehensible input underlying, but use as little grammatical terminology as possible. It is true for many grammar teaching methods (Hudson, 2001). All grammar teaching methods are equipped with various practical ideas and procedures which are supposed to be used in the class. A lot of ideas resulted from a good method which resulted from a good theory (Sasson, 2007). The role of teachers is very significant in choosing the method of teaching. As mentioned before, teaching methodology plays a significant role in creating the "inert knowledge" problem (Larsen-Freeman, 2009).

However, it must be mentioned here that language researchers have been studying various methods for teaching foreign language for several years. Many studies have

been done, many papers have been written, many methods have been tested, but there is no fixed, reliable and successful method for all foreign language learners. A method that has worked for one group may not necessarily be suitable for another.

2.4.1 Grammar-Translation Method

In this method, grammar is taught by providing the rules. Then, the teacher gives some examples in which the grammatical rule is used. Next, the exception, if any, will be given. The students must memorize the grammatical rules, so that they can apply them in other examples. Teaching is done through the native language. Generally speaking, teaching grammar is done deductively. Teachers explain grammar in intricate long detailed statements. Grammatical rules are given in order to put words together. Generally, teachers mostly pay attention to the form and inflection of words (Brown, 2000).

Teaching and learning grammar are very important in this method. Learners learn the rules, but they cannot apply these rules. They cannot communicate in a real situation.

The main focus of the grammar-translation method is not preparing pupils to communicate in the target language. Students learn about the target language rather than how to use it through the Grammar-Translation method (Larsen-Freeman, 2001). According to Richards and Rodgers (2002) "Grammar-Translation was not successful because learners must memorize endless lists of unusable grammar rules; they are expected to produce the perfect translation" (p. 6.)

2.4.2 Direct Method

Mora (2002) explained about teaching grammar through the Direct Method. In her explanation she states for generalizing the rules, language learners must speak and experience this way, then the grammar will be taught inductively. The first part of learning another language is teaching the words. The main aim of teaching and learning is the ability to communicate. The Direct Method will be totally successful, if the language learners have great motivation. It was successful in private schools where the students paid for learning and for this reason had enough motivation for learning. On the other hand, the proponents wanted to teach through this method in public schools where it was not successful.

2.4.3 The Reading Approach

Grammar is taught as little as is necessary for reading comprehension. The emphasis is on reading comprehension and reading strategies. Grammar is taught to a certain extent as is needed for reading comprehension (Celce-Murcia, 1991). Teachers who believe in the reading approach put the main focus on reading. Few teachers presume that the main focus must be put on just reading, but the majority of teachers are convinced by this idea that teaching grammar should be done from the recognition standpoint; nevertheless, they reject the priority for teaching grammar (Sparkman, 1936).

2.4.4 Audio-Lingual Method

Within the Audio-Lingual method, grammar is taught inductively; there is no explanation about the rules. New structures are presented in a dialogue. Learners must induce grammatical rules from the examples and the structures containing

examples are sequentially presented. Generally, grammar is taught inductively (Celce-Murcia, 1991; Larsen- Freeman, 1992).

Teaching descriptive linguistic rules plays an important role in this method. Learners must practice exactly the practiced patterns and teachers must be cautious that practice is done within the patterns. For instance, two functions of the verb "have" as a main verb and as an AUX verb must not be taught at the same time (Mora, 2002). Richards and Rodgers (1990) pointed out that within this method, "grammar was considered a branch of logic" (p. 48).

The Audio-lingual Method lacks a strong theoretical function, neither language theory nor learning theory. For this reason, it failed to attract many teachers and learners. Its advocates believe that conscious focus on grammar is very helpful in learning a foreign language. Furthermore, the practical results were incompatible with expectations. Language learners cannot apply their acquired knowledge out of the class; in addition they are unable to communicate in real contexts (Richards & Rodgers, 1990). Larsen-Freeman (2001) pointed out: "the important problem regarding Audio-Lingual Method was learners' inability to transfer the habits they had mastered in the class to communicative use outside it" (p. 35).

2.4.4. 1 Theory of language for Audio-Lingual Method

In the 1950s, American linguists put forward a theory called structural linguistics. It was the basic theory of Audiolingualism. Actually, structural linguistics was a reaction to traditional grammar teaching. Traditional approaches believed that grammar was a branch of logic and above all, Indo-European languages had some grammatical categories which were considered the ideal category. The majority of

19th century language researchers had presumed Modern European languages were primitive and underdeveloped; those languages destroyed classical grammar. Structural linguistics theory was supported by the interest in non-European languages and the movement toward empiricism and positivism by some language researchers. After discovering new sounds and new patterns in linguistics, such as phonetics, phonology and morphology, a more practical interest developed in language studies. In the 1930s, the scientific approach had started to collect some instances of native speakers' utterances and then analyzed those examples based on different levels of structural organization rather than in line with groups of Latin grammar. The method for analyzing and collecting data was as follows: first, transcribing spoken sentences, then working on phonemic, morphological (stems, prefixes, suffixes, etc.), and syntactic (phrases, clauses, sentence types). They considered language like a system which elements have been structurally related to each other in order to encode meaning. These elements were phonemes, morphemes, words, structures, and sentence types. It was supposed that for language learning, the person must master using or making the elements, and be able to combine the elements; from phoneme to morpheme to word to phrase to sentence. The motto of the supporters was that "speech was language". Since, human beings first learn to speak, then read and write, and above all many languages do not have a written form, it was brought up that the first important part in a language is what is spoken and after that what is written (Brooks, 1964).

Thence, they concluded that speaking was more of a priority than writing in the field of language teaching and learning. It was an era at that time that language scholars presumed that spoken language was an incomplete form of the written

version and it had been broadly accepted that language was as written symbols. The scientific approach had introduced a foundation for scientific approach in language teaching.

In 1961 the American linguist William Moulton, in a report prepared for the 9th International Congress of Linguists, proclaimed the linguistic principles on which language teaching methodology should be based:

Language is speech not writing… A language is a set of habits.... Teach the language not about the language …. a language is what its native speakers say, not what someone thinks they ought to say ... . Languages are different (quoted in Rivers, 1964, p. 5)

2.4.4.2 Theory of learning for Audio-Lingual Method

The advocates of Audiolingualism not only provided a very believable and strong language theory, but also they developed a theory of learning. At that time, American psychologists, who were advocates of behavioral psychology, claimed that they had found the secret way of human learning. Behaviorism is antimentalist, like structural linguists. According to Behaviorism, there are three important components in learning: a stimulus which is used for producing behavior, a response which is created by a stimulus and reinforcement which is used to strengthen the response (Brown, 1980; Skinner, 1957). In the learning process, reinforcement is considered a very important element, since it can increase the probability of repetition of the response again and again and finally it will become a habit. Regarding language learning, it is claimed that the stimulus is something a language teacher teaches, the response will be the learners' reaction and

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reinforcement is the approval of the teacher. Language mastery is pictured as acquiring a set of suitable language stimulus-response chains (Brown, 1980; Skinner, 1957).

Structural linguists supposed that language starts with the phonological level and finishes with the sentence level, for this reason, they focus first on speech and then writing. In the first stages, language learning means mastery of phonological and grammatical structures rather than mastery of words. Generally speaking, the elements of Audio-Lingual teaching and learning can be summarized as follows:

Learning is considered as mechanical habit formation; correct responses must be encouraged until they will be changed into good habits. Language learners must memorize some dialogs and practice pattern drills.

If only the target language is used for teaching, language learners will learn language skills more effectively. The materials must be presented in oral form before written form. The focus is on aural-oral training.

Analogy has been considered more effective than analysis for language learning. Analogy includes generalization and discrimination. For this reason, the rules have not been explained to the language learners before practicing the pattern in different contexts. Drills help language learners form the correct analogies. Generally speaking, grammar has been taught inductively rather than deductively. The words must be learned in context and not in isolation; so, language learners can understand the meaning and cultural usage of the words (Rivers, 1964).

2.4.5 Silent Way

Richards and Rodgers (2002) explained that the structural syllabus is used in the silent way and all lessons are organized in such a way as to include grammatical items and related words. They made the statement, "Gattegno does not, however, provide details as to the precise selection and arrangement of grammatical and lexical items to be covered. But language items are introduced according to their grammatical complexity, their relationship to what has been taught previously…" (p. 84). Teaching grammar is important but it is not taught in an explicit way. Teaching language is done through sequenced grammar, that is, it is according to grammatical complexity. They never provide grammatical rules explicitly, but the main focus is on the structures of target language (Larsen- Freeman, 2001). Both Richards and Rodgers (2002) believed that the practical outcomes from Silent methods would never happen since it was expected to have created revolutionary changes in the foreign language field.

2.4.5.1 Theory of language for Silent Way

Gattegno took an openly unconvinced position of the function of linguistic theory in language teaching methodology. He felt that linguistic studies "may be a specialization, [that] carry with them a narrow opening of one's sensitivity and perhaps serve very little toward the broad end in mind" (Gattegno 1972, p. 84). Gattegno viewed language itself "as a substitute for experience, so experience is what gives meaning to language" (Gattegno, 1972, p. 8).

The major important discussion in this field is grasping the spirit of the language; by referring to the spirit of language, Gattegno (1972) has proposed that each language is composed of phonological and suprasegmental elements that combine

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to give the language its unique sound system and melody. If the language learner can feel the spirit, the learning process will occur; however, it is not clear how the language learner can do it.

The selected materials and the sequence of teaching in a Silent way classroom make clear that the main focus is on the structural approach. Language has not been taught in social context; rather it is considered as a group of sounds represented by specific meaning and they make some sentences due to grammatical rules. The major tools for teaching are rods. The sequence of lessons is according to grammatical complexity, and new lexical and structural materials; however, the material has been broken down into elements. The focus is on presenting material step by step and presenting structural patterns and giving the meaning but not teaching communication. Language learners must learn grammatical rules through the inductive approach. Vocabulary has a major role in language learning and the selection of vocabulary is very essential. There are semi-luxury vocabularies which refer to the words used in daily life such as food, clothing, travel, family life, and so on. What has been coined as "luxury vocabulary" is used for more specialized ideas, such as political or philosophical opinions. The most important words which may not have any direct equivalents in the learner's native tongue are functional vocabulary. Gattegno (1972) pointed out that the functional vocabulary is very vital because it gives the important keys to learners to understand the spirit of the language.

2.4.5.2 Theory of learning for Silent Way

Gattegno (1972) believed that the processes of learning a second language is completely contrasting with learning a first language. The L2 learner is not similar to the L1 learner and "cannot learn another language in the same way because of what he now knows" (p. 11). Based on the findings that flourishing learning involves commitment of the self to language acquisition through the use of silent awareness and then active trial and learning, Gattegno (1976) proposed the "artificial approach", that is, "to speak ... requires the descent of the will into the voluntary speech organs and a clear grasp by one's linguistic self of what one is to do to produce definite sounds in definite ways. Only the self of the utterer can intervene to make objective what it holds in itself. Every student must be seen as a will capable of that work" (p. 7). In this thinking, silence plays an essential role in helping the language learners with their alertness, concentration, and mental organization and avoiding of repetition and it is considered the most appropriate means in language learning; since the language learners are able to concentrate on the task they are doing to accomplish it. On the other hand, Gattegno rejected repetition totally and pointed out that it "consumes time and encourages the scattered mind to remain scattered" (p. 80). The process of learning includes attention, production, self-correction, and absorption, so The Silent Way claims to facilitate what psychologists call "learning to learn", because Silent Way learners acquire "inner criteria", which play a central role "in one's education throughout all of one's life" (Gattegno, 1976, p. 29). By using inner criteria, language learners can monitor and self-correct their own production and this activity happens through self-awareness; this process is the thing the Silent Way claims to differentiate it from the other language learning methods.

2.4.6 Desuggestopedia

In Desuggestopedia, also known as Suggestopedia, the main focus is on the word but grammar is "dealt explicitly but minimally" (Larsen-Freeman, 2001, p. 78). Teachers present grammatical rules and words and give treatment, but they do not speak or write about it a great deal. Referring to Larsen- Freeman (2001), it can be said the advocates of Desuggestopedia presume that learners cannot learn because of psychological barriers, therefore, the negative feelings must be desuggested. Krashen and Terrell (1983) suggested that current methods were not successful, since "they were built not around actual theories of language acquisition" (p. 17).

2.4.6. 1 Theory of language for Desuggestopedia

Lozanov (1978) did not propose a theory of language and he was not interested in any particular assumptions related to language elements. The only thing he emphasized was memorization of vocabulary pairs: a target language word and its equivalent in native language. It seems that the central role belongs to lexical translation rather than contextualization. Nevertheless, Lozanov almost always declared the importance of experiencing language material in "whole meaningful texts" (p. 268) and notified that the suggestopedic course directs "the student not to vocabulary memorization and acquiring habits of speech, but to acts of communication" (p. 109). He recommended "whole meaningful texts with emotional content" and "the music of the foreign speech" (p. 277).

2.4.6. 2 Theory of learning for Desuggestopedia

The heart of Suggestopedia is Suggestion. Lozanov (1978) explained as follows: Suggestopedia from the "narrow clinical concept of hypnosis as a kind of static, sleep like, altered State of consciousness" (p. 3). Lozanov claimed that the

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difference between this method and the others is that there is no hypothesis and other forms of mind control in this method "a desuggestive-suggestive sense" and "fail to create a constant set up to reserves through concentrative psycho-relaxation" (p. 267). Desuggestion unloads the memory from undesired and unwanted memories and Suggestion loads it with desired and preferred memories and this procedure facilitates the learning process. Bancroft (1972) explained that there are six principal theoretical components in Suggestopedia and Desuggestopedia. These six principles will be briefly discussed.

Authority: generally speaking, people bear in mind best when they get information from an authoritative source. In this case, the teachers have been considered as sources having great authority (Lozanov, 1978).

Infantilization: a teacher-student relation is like parent to child. The role of child (here, the language learner) is playing games, singing songs, doing gymnastic exercises (Bancroft 1972).

Double-Blandness: not only is direct instruction very important, so is the environment where the instruction takes place. The environment, such as class decoration, the shape of the chairs and the posters and pictures on the walls can have great effect on learning.

Intonation and Rhythm: while presenting the material, varying the tone and rhythm helps language learners avoid boredom and tiredness (Bancroft, 1972).

Concert Pseudo- Passiveness: the musical background which is called concert pseudo passiveness is an optimal feature in learning but it is strongly recommended since it relieves anxieties and tensions and increases the power of concentration (Lozanov, 1978). Since music plays a major role in learning, the type of music will be very significant to the learning process; "The idea that music can affect your

body and mind certainly isn't new .... The key was to find the right kind of music for just the right kind of effect.... The music you use in super learning [the American term for Suggestopedia] is extremely important. If it does not have the required pattern, the desired altered states of consciousness will not be induced and results will be poor. ... It is specific music - sonic patterns - for a specific purpose" (Ostrander et al., 1979, pp. 73-74).

Slow Movements: Lozanov (1978) recommended a series of slow movements which result in "the body relaxed and mind became alert" (Ostrander et al., 1979, p. 74) and also "give the very best results" (p. 115). Furthermore, Ostrander et al. (1979) pointed out that "musical rhythm affect body rhythms, such as heartbeat" and "with a slow heartbeat, mind efficiency takes a great leap forward" (p. 63).

2.4.7 The Natural Approach

Recent theoretical frameworks have some effects on some language teachers. Language teachers wander between two different notions; language learning and language acquisition. Some teachers believe that it is not vital to concentrate on grammar as a set of rules and forms; therefore, they do not teach grammar at all. They presume that students are able to learn a second language in the same way that children acquire a first language, since children acquire their mother tongue without overt grammar teaching. They believe that learners absorb grammar rules, while hearing, reading and using the target language in communicative activities (Byrd, 1998).

Advocates of this approach deprive the students of a very important tool; learners do not find the chance to experience to understand what grammar is and how it

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works. The supporters do not care whether learners produce perfect grammatical sentences, rather meaningful and comprehensible activities are important in this approach (Richards & Rodgers, 2002).

2.4.7. 1 Theory of language for Natural Approach

Krashen and Terrell (1983) presumed the major goal of a language is communication and for this reason the Natural Approach focuses on teaching communicative abilities. They supposed that the Natural Approach is as an example of a Communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Krashen & Terrell, 1983, p. 17). They did not accept previous methods such as Audio Lingual that considered grammar as a major element in language teaching and learning. Krashen and Terrell assumed that these methods had encountered serious problems because they were not made based on "actual theories of language acquisition, but theories of something else; for example, the structure of language" (p. 1). Krashen and Terrell did not provide any theory of language at all; instead, they described the nature of language and at the same time, emphasized the importance of words and meaning (Gregg, 1984). Language was considered just a means for conveying messages and meaning, so Krashen and Terrell (1983) stated that when persons could understand the message in the target language, it can be claimed that acquisition has taken place.

2.4.7. 2 Theory of learning for Natural Approach

Krashen and Terrell claimed (1983) the Natural Approach is unique because it is "based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts" (p. 1). The principles of the theory will be briefly discussed:

The Acquisition/Learning Hypothesis: This hypothesis says that there is a remarkable difference between acquisition and learning; acquisition is the natural, unconscious process for developing, understanding and proficiency of first language in children through applying language for meaningful communication. On the other hand, learning is a conscious process that needs formal teaching and correction of errors, and learning will not result in acquisition.

The Monitor Hypothesis: the conscious learning acts just like a monitor or editor to check and repair the production or output; but, it needs three conditions for working: time, focus on form and knowledge of rules. The leaner need to have enough time to select and use the learned rule, the language learner must be able to concentrate on the form of output and the language user must know the rules.

The Natural Order Hypothesis: based on the natural order hypothesis, grammatical structures will be acquired according to a predictable order, namely, some structures or morphemes are acquired before others in the first language, and it is similar for the second language. One sign of developmental process is making errors during acquisition and this is considered very natural.

The Input Hypothesis: the hypothesis is just related to acquisition not to learning. The persons can understand the material or input if it is "slightly beyond their present level of competence, it is called i +1 (where I is the acquirer's level of competence); if there is sufficient amount of comprehensible input i +1, linguistic competence will automatically be built up and the language learner will be able speak fluently (Krashen & Terrell, 1983, p. 32).

The Affective Filter hypothesis: the learners' attitudes or feelings or emotional states have great impact on the learning process. The hypothesis has identified three kinds of affective variables based on some researches: motivation, self-confidence and anxiety. Motivation and self-confidence are low affective filters and language learners will be successful, on the other hand, anxiety is a high affective filter which prevents acquisition from taking place. In order to lower the affective filter, the focus must be on meaningful communication rather than on form.

2.4.8 Community Language Learning

Regarding students' needs, particular grammatical points are taught. Grammar is taught inductively but "the focus shifts from grammar and sentence formation to a sharing and belonging between persons" (Larsen- Freeman, 1992, p. 130). Grammar instruction is based on students' requests. Larsen-Freeman (2001) state, "Particular grammar points, pronunciation patterns, and vocabulary are worked with, based on the language the students have generated" (p. 101).

CLL was attacked because of lacking the syllabus, that makes aims unclear, and for the focus on fluency rather than accuracy, which can result in inadequate control of the grammatical system of the target language (Richards & Rodgers, 2002, p. 153).

2.4.8. 1 Theory of language for Community Language Learning

Curran did not mention any theory of language; instead, one of his students, La Forge has tried to explain this dimension of Community Language Learning. La Forge (1983) used linguistic theory as an introduction to propose the CLL model; he pointed out that language should begin with sound features and he believed that the foreign language learners' tasks are "to apprehend the sound system, assign fundamental meanings, and to construct a basic grammar of the foreign language." He cited with pride that "after several months a small group of students was able to learn the basic sound and grammatical patterns of German" (1983, p. 47). Actually, the theory of language has been made according to basic sounds and grammatical patterns; however, the recent supports of CLL have now more paid attention to an replacement theory of language which is called Language as Social Process. La Forge (1983) began by proposing that there is a big difference between language as a social process and language as communication. It seems that the concept of communication had traditional meaning for La Forge: "the classic sender message-receiver model in information theory". On the other hand, the social process model has shown something else, something more than information transmitting. La Forge believed that communication is more than transmitting a message from a speaker to a listener. Both speaker and listener are the subject and object at the same time because communication will be incomplete without feedback.

2.4.8. 2 Theory of learning for Community Language Learning

Since Curran (1972) had experiences in counseling; the idea came into his mind that he can use the techniques of counseling in the teaching and learning field in general which has led to Counseling-Learning and in teaching and learning

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language in particular which has led to Community Language Learning (CLL). At that time, there were two popular types of learning which CLL was contrasted with and Curran presumed that they were undesirable. The first one was very well-known in Western culture; it described learning as "the intellectual and factual process alone are regarded as the main intent of learning, to the neglect of engagement and involvement of the self"' (Curran, 1972, p. 58). The second one was the behavioral view. Curran (1976) described this kind of learning as "animal learning," in which learners are "passive" and their involvement limited (p. 84).

On the other hand, CLL advocates believe in the holistic approach in the language learning field; they consider both cognitive and affective in true human learning. This is termed whole-person learning. This type of learning occurs in a communicative situation where teachers and learners are involved in "an interaction... in which both experience a sense of their own wholeness" (Curran, 1972, p. 90). In this case, developing a relationship between teacher and learner is very important. The development is a process divided into five stages and it can be contrasted with the ontogenetic improvement of the child; feelings of security and belonging, learner's abilities improve, speaking independently, taking criticism and working upon developing style and knowledge of linguistic appropriateness. By the end of the process, the apprentice knows everything the teacher does and can become a "knower" for a new learner (Curran 1972, pp. 11-12). Therefore, it can be claimed that the CLL learning theory stands in contrast to linguistically or psycholinguistically based learning theories such as Audiolingualism or the Natural Approach.

2.4.9 Total Physical Response

Grammar plays an important role in this field, since teaching is done via imperative sentences. Other language areas are marginalized; the main focus is on grammatical structures (Larsen-Freeman, 1992).

Segal (2001) draws attention to the fact that learners can understand grammar through Total Physical Response (TPR), but they are unable to explain how it works. If teachers want to emphasize some specific grammatical point, they should mention it after learners practice it. For various goals, TPR is helpful, since it is a set of techniques (Richards & Rodgers, 2002).

2.4.9.1 Theory of language for Total Physical Response

Asher (1977) has not directly proposed the nature of language. He has also not explained how languages are organized. But, it seems that classroom activities of TPR are based on the structuralist view, that is, grammar-based view. Asher pointed out that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor" (p. 4). He believed that the most important part of each language is verb, especially in imperative form which can be used as a center in the teaching and language field. Asher considered language as having abstract and non-abstract parts and that it is possible to represent non-abstract concepts that will be taught by concrete nouns and imperative verbs. He supposed that language learners are able to acquire a "detailed cognitive map" as well as: "the grammatical structure of a language" just through non-abstract concepts and whenever a detailed cognitive map of the target language is internalized, the language learners can learn abstract

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concepts automatically (pp. 11-12). Although this claim seems appealing Asher could not elaborate any relationship between comprehension-production, and communication and he also could not support Total Physical Response with a theory of language (Miller, Galanter, & Pribram, 1960; Yorio, 1980).

2.4.9. 2 Theory of learning for Total Physical Response

Asher's language learning theories are similar to the behavioral psychologists regarding child language acquisition. He believed in the stimulus-response model for language acquisition and development and stimulus-response view has been assigned as theory of learning for Total Physical Response. On the other hand, Asher proposed three hypotheses related to learning:

The bio-program: for acquisition of first language and learning second language, there are two specific innate bio-programs.

Brain lateralization: each hemisphere (left and right) has different learning functions.

Reduction of stress: it is also called an affective filter, generally speaking, it says; the lower the stress, the greater the learning.

2.4.10 Communicative Approach

Individuals learn grammar in order to learn the language, because grammar is one of the language components. Hence, teachers should teach forms and structures which are related to meaning and use some communication tasks that students need to complete with learned grammatical rules. But, the main point is that focusing on error correction must not be done, since it hinders confidence building. Rather,

teachers should act such that learners recognize their errors. By understanding their errors, students can work on improving their language ability. Generally speaking, the priority is given to language function over form (Larsen-Freeman, 1992).

The primary concentration is on the content rather than grammatical forms; content is important because communication is done through it. Error correction is done to support language acquisition and teachers need to be careful not to undermine learners' tendency to communicate or use error correction in ways that hinder self-esteem building, because the major goal is fluency not accuracy. Self- correction will be encouraged; learners can do it themselves while developing their ability (The National Capital Language Resource Centre, 2004).

Teaching grammar can be done deductively and inductively, since learning grammar is helpful for students. Through overt grammar instruction, language learners can acquire language more efficiently and through a larger context students can use the language. It is true there are two extremes, but the communicative competence model balances these two extremes (Byrd, 1998).

2.4.10.1 Theory of language for Communicative Approach

Communicative competence stems from Communication Theory. Hymes (1996) introduced "communicative competence" and the purpose of this approach is to evolve it. Communicative Competence can be contrasted with Chomsky's theory of competence which he highlights as being "an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in

applying his knowledge of the language in actual performance" (Chomsky, 1965, p. 3).

Linguistic theory is related to the abstract abilities of the language speakers; namely, they are able to produce grammatical sentences. Hymes (1996) pointed out that linguistic theory is very ideal and it should be used as a portion of a more unspecific theory like communication or culture. Hymes's theory of communicative competence expresses what language speakers need to recognize to communicate competently in a speech community.

Hymes stated that:

a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

1. Whether (and to what degree) something is formally possible; 2. Whether (and to what degree) something is feasible in virtue of the means of implementation available; 3. Whether (and to what degree) something is appropriate: adequate, happy, successful) in relation to a context in which it is used and evaluated; 4. Whether (and to what degree) something is in fact done, actually performed, and what it doing entails (p. 281).

The other well-known theory favoured in CLT is Halliday's functional theory. Halliday (1975) proposed that "Linguistics ... is concerned . . . with the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (p. 145). He described seven basic functions for children in first language:

1. The instrumental function: using language to get things;

2. The regulatory function: using language to control the behavior of others;

3. The interactional function: using language to create interaction with others;

4. The personal function: using language to express personal feelings and meanings

5. The heuristic function: using language to learn and to discover;

6. The imaginative function: using language to create a world of the imagination;

7. The representational function: using language to communicate information (Halliday, 1975, pp. 11-17)

Widdowson (1978) pointed out that a relationship exists between linguistic systems and their communicative values in text and discourse. He proposed the ability of using language for various purposes stemmed from communicative acts.

In one of their works, Canale and Swain (1980) have analyzed communicative competence and presented four dimensions: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to what Chomsky labels as linguistic competence; it is related to grammatical and lexical capacity. Sociolinguistic competence includes a perceptive of the social context in which communication takes place that understands the role of participants, the common information and the communicative aim for the interaction. Discourse competence is an analysis of individual message components based on the interconnectedness and how meaning is characterized in relationship to the whole discourse or text. Strategic competence includes the ability of communicators on how to start, finish, continue, repair and redirect communication.

Communicative Language Teaching has a very rich language theory, especially in its eclectic approach. Some of the major characteristics are as follows:

1. Language is considered as a system to convey meaning.

2. The main purpose of language is interaction and communication.

3. The structure of language reveals its functional and communicative usage.

4. The most important units of language are groups of functional and communicative meaning while using in discourse rather than grammatical and structural features.

2.4.10. 2 Theory of learning for Communicative Approach

Most of the studies and research work has been done on communicative dimensions of language in comparison with learning theory. For instance, neither Brumfit and Johnson (1979) nor Littlewood (1981), propose any arguments of learning theory. However, the major components of learning theory can be discriminated in some CLT practices and they are described as the principles. Desired activities are those involving real communication and meaningful tasks that promote learning (Johnson, 1982). The other important principle is related to meaningfulness: the learning process will be supported if and only if language is meaningful. The main focus for practicing and learning activities is on being meaningful rather the mechanical practice of language patterns. The activities are chosen such that the learners feel they use authentic language in real situations. In real-life situations, language learners learn to boost second language learning instead of the processes of language acquisition (Johnson, 1982; Littlewood, 1981). The majority of recent accounts of Communicative Language Teaching (CLT) have been full of language theories that are well-matched with the communicative approach. Perhaps the most famous theorist in this field is Stephen Krashen, who believed that acquisition is the

primary procedure for developing language competency; although he was not directly related to Communicative Language Teaching, his theories are compatible with the principles of CLT. He presumed there is a big difference between acquisition and learning; acquisition is the process whereby unconscious evolution of the target language system is occurring because of applying the language for real communication, but, learning is the conscious representation of grammatical knowledge; in other words, instruction. Krashen pointed out that for producing spontaneous language everybody needs an acquired system while the learned system can work only as a monitor of the output of the acquired system.

Savignon (1991) also carried out a study regarding second language acquisition as a origin for learning theories and considered the function of linguistic, social, cognitive, and individual variables in language acquisition. Johnson (1984) and Littlewood (1984) considered an alternative learning theory which is well-suited with CLT; according to the theory, the acquisition of communicative competence is a kind of skill development involving cognitive and behavioral aspects.

Generally speaking, it can be claimed, Krashen and other second language acquisition theorists emphasized that language learning can only occur through applying language communicatively, instead of practicing language skills.

The main characteristic of cognitive competence is internalization of strategies in order to producing the most suitable behaviors. Regarding using a language, these strategies refer back to a language system, such as grammatical rules, and procedures for selecting words. The other part is related to the behavioral aspect, which includes the automation of these strategies in such a way they can be changed into fluent performance in real contexts. This phenomenon takes place

principally through practice in converting strategy into performance (Littlewood, 1984, p. 74). So, it can be concluded this theory supports practice as a means of growing communicative skills.

2.5 Learning Grammar

Chitravelu et al. (1995) declared that we can generally explain what is happening in the process of language learning. But, no one is exactly aware of how persons learn another language. Theory of learning provides some explanations of how the learning process occurs. Therefore, we review some major theories clearly and concisely. These learning methods have had a great effect on language learning.

2.5.1 Behaviorist Theory

Behaviorist theory believes learning takes place through stimulus and response. The behaviorists believe there is a strong connection between stimulus and response. If the response is desirable, it will be strengthened by positive reinforcement. This process is repeated several times and gradually the desired response will change into a habit. If the response is not desirable, it will be discouraged and it will be hindered before changing into a habit. Generally, reinforcement is a very important tool in learning, especially in the early stages. Teachers must use it frequently (Chitravelu et al., 1995).

2.5.2 Cognitivism

According to Brown (2000), in Cognitivism learners are considered very important and the main focus is put on the learners. Cognitivists believe language is an active

process. It needs thinking, discovering the rules and applying them and learners must do these steps.

2.5.3 Humanism

Humanism presumes affective and emotional factors play an important role in learning. The only important point for learning is an appropriate environment. If the learning environment is proper, learning will occur (Chitravelu et al., 1995). Hedge (2000) provided a model of the learning process. She divided the learning process into four parts: 1) noticing, 2) reasoning and hypothesizing, 3) structuring and restructuring and 4) automatizing.

Psychologists assert that learners learn only some special parts of the lesson, because they choose only these parts and focus on them. But, it is unclear why some parts of a lesson are noticeable for learners and how they select these parts. However, psychologists know some language items are selected and learners interpret them to find a relationship between form and meaning. Then, these items are put in the learning process and change into part of intake. As a result, learners learn just these items (Hedge, 2000).

Adults use the second part, reasoning and analyzing, frequently. They see the patterns in the language, and make some hypotheses about the rules through inferring from the patterns. They revise their hypotheses constantly, while receiving new information.

The next part in Hedge's division is structure and restructure. These processes take place when learners concentrate on input and work on it. Learners structure and

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restructure their knowledge of the target language in different ways. Learners hold English grammar in their minds, when they find out a new grammatical rule, they integrate the new one with something they have in mind before. The learners develop in many stages and when they pass to the next stage, they restructure their information. Errors that learners make while passing different stages are considered a sign of reasoning. These errors can be an overgeneralization or interference from their native language. The major point is that these errors are systematic and they are evidence that the system of grammar is internally developing. Learners must pass stages of interlanguage and gradually they come closer to the grammar that native speakers use.

The last part in Hedge's division is automatizing. While learning takes place, learners add the new information to their repertoires. The data is stored for automatic use when needed. When learners want to produce language, they plan and select what to say and how to say it. They must consider the form to be able to convey their meaning successfully. After sufficient practice and repetition of the correct form, learners can use the learned forms automatically.

The main focus of this section is on teaching grammar. As mentioned before, different learning theories have different views about language learning. Some focus on form, others on meaning, but for teaching grammar one method mixes meaning and form together. It is integrative grammar. In integrative grammar form and meaning are combined in integrative grammar teaching and both of them have similar importance (Sysoyev, 1999).

According to Sysoyev (1999), integrative grammar is formed of three important stages: exploration, explanation and expression (EEE). The first stage of integrative grammar teaching is exploration; inductive learning is the major characteristic of this stage. Learners work as a group; some sentences illustrating a specific grammar rule are given to the learners. They are asked to find the pattern. Then, the teacher helps them to formulate the rule. The important point is that learners have this chance to work out the rule on their own. They are able to obtain the knowledge themselves and remembering this kind of knowledge is much easier.

Sysoyev described the second stage as Explanation. During the first stage, the exploration stage, students find patterns in the given sentences. Then, the previous discovery is summarized by the teacher or students. Now, they focus on the form. Sometimes, they should refer to the textbook. They have to find the relationship between rules and examples in the textbook and their discovered pattern in the first stage. Sysoyev emphasized this stage, because students find a direct rule and they feel safe because whenever they feel confusion, they can refer back to it.

The last stage Sysoyev set forth is Expression. Students discovered some grammatical patterns in the first stage (exploration) and then got to know the explicit rule in the second stage, explanation. In the third stage, learners start to produce meaningful sentences. They practice with each other through communication and interactive tasks. Students can practice their acquired knowledge in this stage; they find an opportunity to experience applying in practice their understanding from the two previous stages in practice. Above all, this stage can motivate students, because they can actually feel they are able to apply their

knowledge through meaningful sentences. And the last merit of this stage is that students can experience communication under teacher supervision. This practice helps them to develop their self-confidence; they can apply their knowledge and produce meaningful sentences.

While learning grammar, students feel it is extremely confusing and difficult (Chitravelu, 1995). According to Harmer (1987), these feelings arise for three reasons; first of all, form and function are mismatched. The second problem stems from many grammatical exceptions. Many grammatical rules involve exceptions. And the last reason is interference from the mother tongue (L1); it is related to the difference between two languages. Chitravelu et al. (1995) brought up another problem. Students do not have enough motivation to learn grammar. Multiple repetitions are necessary for learning grammar and this action is boring. Furthermore, it requires thorough understanding of the grammatical rules and almost always these rules are abstract and complicated.

2.5.4 Constructivism

Constructivism believes that learning can occur because of actively constructed meanings from the environment (Hoover, 1996; Fosnot et al., 2005; Glasersfeld, 2005). Hyslop-Margison and Strobel (2008) defined the concept of constructivism as describing the nature of human knowledge. Constructivism explains how people analyze the world by their experiences, personal history and predilection (Wenger, 2009). Constructivism refers to the meaning related to the teaching and learning procedure that occurs in the class.

2.6 The Role of Mother Tongue in Foreign Language Teaching

It is too difficult to stay entirely within the target language in the class because there are many complicated activities that need detailed explanations. The choice is limited to two: teachers can use the normal way and provide a simple explanation which will be boring and not interesting and they can explain to some extent something difficult and interesting, but that must be done in the students' native language. It is just a matter of choice (Viney, 2004).

In a monolingual class, using the native language is surely convincing. There are many reasons for using the mother tongue; first of all, it is time-saving. When students have problems in doing specific activities or some complex tasks, using native language seems reasonable for troubleshooting or giving instruction, since comprehension is the main goal (Atkinson, 1987).

Atkinson (1987) gave an example to clarify the situation; the word "false friends" seems a good example, since in this case, just comprehension is important. Long explanation is boring and time consuming. Using ones native language will help students understand it more easily.

The other important factor, which plays an important role in using mother tongue in the class, is the learner's age. Using native language in similar situations is a means to keep the pace of the lesson normal for child learners. If they do not understand the explanation, they lose their attention (Atkinson, 1987).

Using native language in the class is acceptable because it is helpful in the learning content. Teachers can use the learners' native language to give further explanation. They can expand the material through the students' mother tongue which is presented earlier. By considering the ability of students in reading and writing in their native language, materials can be provided in written form (Zehler, 1994).

Dakin et al. (1968) pointed out the importance of teaching in the mother tongue; for the majority of people, it is more natural to give children instructions in their native language.

Pond (1940) showed the positive effect of using the mother tongue in the class; some teachers, who stress using the target language non-stop in the class, just waste their time and the students' time. The progress is slowed down while speaking a foreign language. Is it possible for them to cover all the required subjects in English? And the most significant point is that acquisition to speak a foreign language is not worthwhile when the learners do not have the chance to use it outside the class.

It will be very strange if language teachers expect non-native speakers to avoid totally using their mother tongue amongst themselves. It will be stranger for learners, regardless of their ages, to be expected to speak English to their friends of the same nationality rather than to foreigners (Viney, 2004; Isikoglu et al., 2009). It was proved that literacy in native language has a positive effect on learning English. Proficiency in underlying cognitive skills is common among languages; the difference appears just in surface structure. Therefore, it is possible to transfer

cognitive skills from one language to another. The amount of transfer depends on the learners' exposure to the target language. The minority of transfer occurs in the class and the majority takes place outside the class because of social pressure for learning (Cummins, 1989).

In some situations, using one's native language in the class is inevitable. If teachers speak the learners' native language, they can benefit from this advantage and avoid wasting time and energy (Pond, 1940).

Some teachers prefer to use code switching in the class, that is, they use translation whenever it is needed (Nikolayev, 2000). Translation is considered as all-important means in learning a foreign language is. It has been used traditionally and is considered as a linguistically relevant component. It has been a very valuable tool because it helps students to acquire practical language skills and improve these skills. Translation has unique characteristics compared with other kinds of language practices; it involves receptive and reproductive linguistic activity at the same time (Nikolayev, 2000). On some occasions the majority of students can deduce the meaning of the word from the context, but others are unable to do so; the best solution is translation. A quick translation is more reasonable than definition, giving examples, explanation, mime or anything else (Viney, 2004).

However, there are advantages and disadvantages in this method. Mattos (1997) assumed that translation can be a major problem in EFL classes. Since learners can understand the lesson thoroughly through translation, non-native teachers might depend on word by word translation, even more than is essential. On the other hand, native speaker teachers encounter problems in explaining the meaning of

some words, or in clarifying the difference between two words; such as "lend" and "borrow". This can be easily done using the students' native language. There is a significant disadvantage, however; translation does not create long term understanding. While translating, learners get short term comprehension. This comprehension will be erased after leaving the classroom. Therefore, translation cannot be considered a strong means because it is unhelpful for many students (Segal, 2001).

Generally speaking, by using mother tongue in the class, language learners are unable to learn a foreign language effectively. There is just one way to teach a foreign language successfully; through ears and tongues. Exposure to the target language, as much as possible, is needed (Pond, 1940).

The most important point is, to what extent is the use of the native language acceptable? There is no definite answer to this question. Native and non-native speaker teachers have been wondering to find a definitive answer. It depends on various factors, although it is so obvious that non-native speaker teachers should benefit from this situation. They should use the learners' native language when using it seems effective (Viney, 2004).

2.6.1 The Role of Mother Tongue in Teaching English Grammar

Much research has been done so far to show the important role of using ones mother tongue in the foreign language classroom. Many of these studies are by professionals in the field of foreign language instruction. The majority of these researches do demonstrate some reasons to convince that using first language (L1)

in the class not only has a great value, but also is a necessity since it facilitates learning the foreign language and increases the learners' rate of progress (Schweers, 2009).

Auerbach (1993) gives a summarizes the importance of using native language in the EFL class by noted that if teachers start with the learners' mother tongue, the students feel secure enough to express themselves and they tend to take risks with the foreign language.

Some other reasons are related to the learners' personality. Since the sense of identity is manifested within ones native language, if students are asked to disregard their native language totally, they will imagine that their identity is vulnerable (Hopkins, 1988). If teachers start with the learners' mother tongue, the students feel secure enough to express themselves and they tend to take risks with the foreign language (Scott & Fuente, 2008; Storch & Wigglesworth, 2003).

It is obvious that comprehension is the main goal of teaching. Segal (2001) gives a very obvious reason for using the learner's mother tongue; you cannot find any infants, anywhere on the earth, starting to speak before comprehension. He generalized this as true for the language learners and stated that if students understand the lesson, they can learn it and are able to use it later.

But, the main question still remains: does the mother tongue have the similar beneficial effect in every language area? Or, in which language area does using L1 work most effectively? It is obvious that answering this question needs many

studies. Since this review focuses on teaching grammar, we limit our answer to this field.

Atkinson (1987) believed that the best way for teaching grammar is using native language, since teachers can take advantage of comparing the two-language structures. If they run into trouble, teachers can illustrate through the students' native language. For instance, when the teacher wants to teach present tense in English, providing some instances from the learners' native language seems very helpful. Through this linking, learners can thoroughly understand how present tenses work in English.

We, as language teachers, must not forget that the major goal is that students have effective teaching and if using students' native language can provide the most effective teaching, why should it be forbidden? It must be used when required. At the beginning of the course, teacher can agree with students in using the native language. They can reach a decision where and when it must be used. They can set some reasons for using the mother tongue and come to a conclusion by whom it should be used (teacher or students or both) (Atkinson, 1987).

Languages have many similarities; therefore, using ones mother tongue is possible for teaching English grammar. Chomsky (1987) stated this fact: "Knowledge of language is often described as a capacity to do so-and-so….the state of knowledge attained is properly characterized as a system of rules..." (pp. 32-33). He went on: "…all members of the human species share a certain cognitive structure ….This structure we may consider to be the initial state of mind" (p. 34). He believed in a

universal grammar and stated: "the term universal grammar (UG) is commonly used to refer to the initial state….Another term often used interchangeably with UG is language acquisition device (LAD)" (p. 34).

It is possible to find some aspects of English grammar that are comparable to students' native language. Teacher can ask students to locate these similarities; the students must think and point out how this specific grammatical point is expressed in their native language (Littlejohn & Hicks, 2009). When the teacher is a non-native speaker, using mother tongue in the class is also helpful because non-native teachers find it easier to teach grammatical points in the mother tongue (Brown, 2000).

Beyond the discussion of using the mother tongue in the class for grammar instruction, there is a problem related to learning grammar. Teachers and learners must differentiate between grammar and communication. Knowing grammar does not mean having the ability to communicate. In fact, there is a big dilemma for language learners. On one hand, they need to know many grammatical rules, because they will be tested for this knowledge. On the other hand, they must be able to communicate with foreigners which is the final goal of learning a foreign language; it means they need to know how to apply the learned materials (Sysoyev, 1999).

Yet, sometimes the instructor does not know the students' native language. In this case, they do not have any choice. They cannot speak the students' native language, so they must teach in the target language in a way that students can understand.

There is a good point here for the teachers, because, eventually, the teachers develop proficiency in the students' language (Viney, 2004).

2.7 The Important Role of Meaning in Teaching Grammar

Since the primary emphasis of this study is about the method of teaching grammar in Iran, it is essential to discuss current methods of grammar instruction in Iran. Because this issue is a new research subject in Iran, I could not find any studies regarding "teaching grammar in Iran". In addition, there is no article or thesis about this subject. Hence I referred to some studies which seemed close to the present study. Since English is a foreign language in Iran, I tried to find some studies related to this situation. The way of English instruction grammar as a foreign language has been under discussion for many years. EFL students take in all the grammatical rules, which are taught in the class, and even though they reveal deep learning of structures and grammatical rules, when it is time to apply their knowledge, they are unable to manifest the learned knowledge (Sasson, 2007).

As mentioned before, the most important goal of teaching and learning English grammar is communication. Communication, itself, is impossible without comprehension. Meaning has a chief role in teaching and learning, that is, output will be meaningful if and only if input is meaningful. According to Van Patten (1996), it is impossible that learners can create a mental representative of the grammar if there is no meaning bearing input. This mental representation will be used as a basis for applying the language. Meaning bearing input can be simply defined as the kind of input that learners can understand effortlessly. Just through this input, the learners are able to put new material in the intake process. Whatever

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learners get from the input will become intake for learning (Schmidt, 1995; Van Patten, 1990).

Meaningful input plays a major role in teaching grammar. Ellis (1995, 1997, 2006) stressed that input is more important than output. He stated that teaching grammar structures could be done more effectively if the main focus is on the input rather than output. Input should be precisely organized instead of trying to control the students' output in order that they produce the perfect structure in the target language (Coffin et al., 2009).

Zhou (2013) explained that it does not seem reasonable and even impossible to separate grammatical forms and meaning purposefully; since it can be claimed that the only source for creating meaning is form and while using unclear form, understanding the meaning is not possible.

In some situations, using native language in the class is inevitable. If teachers speak the learners' native language, they can benefit from this advantage and avoid wasting time and energy (Cook, 2001; Pond, 1940).

2.8 Learning and Acquisition

Since English is a foreign language in Iran, acquisition is not possible. According to Chitravelu et al. (1995) acquisition takes place through interaction with others and the environment. Thence, the chief emphasis of this study is on the learning.

2.8.1 Native Speakers vs. Non-native Speakers

It is obvious that every normal person acquires (without learning) his or her mother tongue without deliberately learning grammar. Native speakers naturally acquire the grammatical rules. Krashen (1982) claimed that exposure to natural language is the best way for acquiring a language, not for learning it. According to Foppoli (2006), although native speakers are not able to justify the constructs of their language they can create accurate statements. They are able to speak right, simply they cannot state if requested to justify the role of vocabularies in the statement or why they apply one term rather the other one. Foppoli (2006) brought out some examples; we can consider our native language, it is true we can speak very well and we can understand which sentence is incorrect, but if we are asked to name all the tenses we use in a sentence, can we do so? Or analyze some structures? It is impossible unless we are language teachers, or translators. He added that the inability to answer such questions does not mean that native speakers are not a wonderful user of that language.

According to Foppoli (2006) native speakers are able to understand and convey everything they want very easily; it means that acquisition will result in application, namely, the native speakers may not be able to describe the grammatical rules, but they are able to use their language perfectly. Nevertheless non-native speakers are not able to acquire the grammatical constructs by nature. They need to learn the grammar. When the word "learn" is heard, the first thing that comes to mind is teaching. Therefore, for learning grammar of another language, instruction is required. Fotos and Ellis (1991) expressed that formal grammar instruction can be useful, because it may have some indirect effects on implicit knowledge.

2.8.2 Applying Grammar

It is obvious that learning grammar is vital. Nevertheless, acquisition grammar is not adequate. Pupils need to be able to create grammatical constructions, and also they need to be able to apply them meaningfully and suitably too (Mirzaee & Fatemipour, 2000). In other words, they must be able to apply their knowledge. According to online dictionary, apply is defined as follows:

To put to use especially for a particular purpose, to bring into action and in simple words it means using. It means that students must be able to use their learned knowledge in different situations. If needed to write a formal letter, for example, they must be able to apply their learned grammatical rules in their writing.

Hence, the power of using descriptive linguistics concepts is as crucial as acquisition grammar. Simply the most essential topic is, how can English instructors teach grammar more efficaciously and how are they able to assist pupils to use their learned subjects?

Krashen (1992) believed that grammar teaching plays a minor role in developing language competence. He asserted that, "Language is too complicated to be intentionally taught and learned" (p. 409). To Krashen, learners acquire language by understanding it. If there is comprehensible input, people can acquire a second language without being taught grammar. In other words, he believes that people acquire structures naturally, through meaning. Krashen (1982, 1992, 1993a, 1993b, 1994) stated that grammar teaching has peripheral effect on learning language.

Some researchers agree with Krashen's views on the teaching of grammar. Elley et al. (1975) carried out a study in New Zealand to find out the effectiveness of

teaching grammar. They reported that English grammar instruction had "virtually no influence on the language growth of typical secondary students".

Since English is a foreign language in Iran, students cannot acquire English grammar via natural situations; they have to sit in the class and to be taught it. Students have learned English for at least six years at school and learning English continues in university, too. But, after graduating, the majority of students cannot read a page of a newspaper or talk with a native speaker. And it is almost impossible for them to write a short letter without any grammatical mistakes. This inability confirms the ideas of some researches such as Krashen (1994), Elley et al. (1975) who believe grammar teaching plays a minor role in developing language competence.

Unfortunately, the current method of teaching language generally and teaching English grammar is too ineffective and unproductive. It will be followed in Iran even though it results in wasting time and human resources. Finding the reasons seems important; the present study wants to explore the language teachers in order to discover their beliefs about the current approach of teaching English grammar. It is obvious that the role of English teachers is a very essential function in choosing the methods and techniques for grammar instruction (Dadvand & Azimi, 2009; Gerngross et al., 2008; Guo, 2013). Kumaravadivelu (2003) noted that it has been assumed that all teachers practice in the class based on a theory. Kumaravadivelu (2003, 2006) as well as Berant and Gvozdenko (2005) also believed instruction is a personal action. Teachers pick out the way of grammar instruction based on their experiences, level of the pupils' competency and materials. Consequently, the chance of ding wrong is high. Larsen-Freeman (2007) pointed out that instructors

teach subjects based on their perceptive. If instructors consider grammar as "a static set of rules", they will teach in a static manner, namely, give the rule and request pupils apply them. In reality, this does not assist pupils to solve the inert knowledge problem (as mentioned in chapter one). It must be noted here in the last two decades, scholars, educators and researchers have moved from searching for the best method to understanding that there is no single best method (Bourke, 2008; Prabhu, 1990). Larsen-Freeman (2007) believed that different teaching methodologies have different advantages.

2.8.2.1 The Importance of Application

According to Rutherford and Sharwood-Smith (1985), grammar must be taught in such a way that it creates ability in the learners to use it in communications. They believe that teaching grammar is not just about teaching some rules. Ur (1996) confirmed their beliefs by expressing that teaching grammar will not create the ability to apply language in real-life contexts.

This is not the most important problem. The problem is not that teaching grammar must be done, or not or learning grammar is essential or not; rather, the question is whether teaching and learning grammar helps the student to use the language or not. Foppoli (2006) narrowed down the question and sought a way to present grammar to the language learners in order for them to apply it in real contexts. He explained that his students, even advanced ones, were not familiar with the terminology of grammar; nevertheless, they were able to use the language very fluently. He suggested a way: first of all, language teachers must understand what the goal of teaching is and what they try to prepare their language learners for. If they recognize the main goal of learning grammar is applying it in communicative

situations, they will avoid explaining the grammatical rules and terminology. Foppoli concluded that creating language users not linguists must be the main goal of language teachers.

Corder (1988) claimed that:

Pedagogical descriptions of the target language must be devised to help the learner learn whatever it is he learns, but not necessarily what he learns. Pedagogical descriptions are aids to learning, not the object of learning; so long as we keep that firmly in our minds we shall not get confused by the ambiguity of the expression teaching grammar (p. 30).

2.8.2.2 The difference between learning and applying

As mentioned before, there is a difference between learning and applying. The importance of applying is clear, since the learners must be able to apply the learned grammatical rules in various conditions. Celce-Murcia and Hilles (1988) proposed that grammar instruction must help students to comprehend the relationship between grammar structures and three dimensions: social function, semantics and discourse pragmatics.

Larsen-Freeman (2001) presented the relationship as follows:
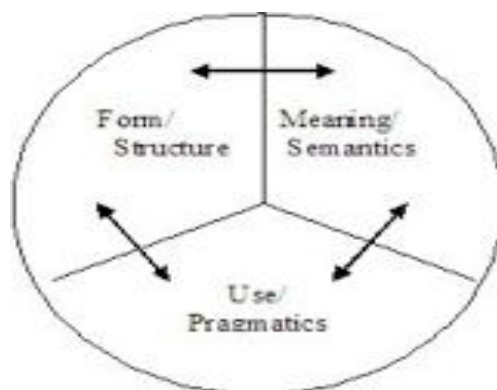
Figure 2.4. Three-perspective grammar content, p. 253.

Hammond (2010) stressed the importance of combining theory and practice. She explained that the most important problem students encounter is the combination of practice and course work at the same time. Learning theoretical ideas in isolation is a difficult job which students have to do in the class. However, they cannot understand the complicated situation unless they have to remember something they have been taught, for example, two years ago. Whether they can apply the material properly will be known when they are put in a real situation suddenly where they are supposed to apply the learned knowledge which has never been used in practice (Hammond, 2010).

Larsen-Freeman (2009) used a special term "inert knowledge problem" for this problem. This term is used for teaching grammar; students learn grammar as a set of rules but they cannot activate their knowledge out of the class or even to another part of the lesson in the class, although they are able to apply those rules in the relevant exercises.

Hammond (2010) suggested that teachers must create a strong relationship between theory and practice. She believed that acting like a model for students is the responsibility of the teacher and it is teacher-centered, but the practice must be student-centered, something the learners will need in real situations.

2.8.2.3 Reasons for Learning Grammar

Language and grammar are inseparable. The majority of people acknowledge that learning a language involves knowing its grammar; although it is obvious that knowing just grammar is not enough. The important thing is that knowing of

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grammar can be intuitive (it is like our native language), therefore, teaching grammatical rules and learning them are not needed; that is, learning formal rules is not essential. Rather, knowing grammar will be useful in receiving and producing meaningful structures within various contexts of real life (Ur, 1996; Moradkhan, et, al, 2009; Noora, 2008).

Understanding grammar and being able to apply it are important tools in communication. Being able to apply grammatical rules is very important today. It helps learners become better listeners, readers, writers and speakers. It helps learners to express their ideas clearly. It is essential for admission into an international university, applying for a good job, getting promoted in the job and so on. Producing grammatical structures is not enough for learners of English; they must be able to use them appropriately and meaningfully. Foppoli (2006) and Noonan (2004) pointed out if a person did not know any grammar patterns, it would be impossible to make a single sentence. Thornbury (1999) stressed that students presume learning another language means the ability to create well-formed structures and it is vital they are able to apprehend grammatical sentences

It is also true that learning different kinds of grammatical rules is essential. Language learners develop through many stages, and they pass one stage and progress to the next stage. They must learn the necessary rules, because they will be asked to do some tasks through applying these rules. They do not need to know everything about the rule; rather, they must know to what extent to apply the rules. Language learners do not need to have conscious knowledge of grammar; it is not an obligation to understand the various grammatical labels such as subject, verb and

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so on. However, advanced language learners definitely need to know some of these grammatical labels, at least, to understand their teacher's explanations and directions to do their assignments. Furthermore, they must be able to discuss with their teacher. After all, how can a conversation take place without knowledge of grammar? (Thornbury, 1999)

2.9 Beliefs and Practices of Teaching and Learning Grammar in TESOL

Today, many scholars believe that instruction is a cognitive process and teachers' beliefs have an outstanding effect on instructional decisions (Shavelson, & Stern, 1981; Tillema, 2000). Vygotsky (1978) claimed that learning activity must take place in a social world rather than an isolated one. It is also true for second language classes (Borg, 2003). The teachers plays a leading role in the teaching and learning process (Lingard et al., 2005). As Borg (2003) suggests, "teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (p. 81). Several examinations revealed that teachers have many complex beliefs about instructional methods and activities, students and the materials and subject that they are going to teach (Berliner, 1987; Borg, 1998, 2003; Shavelson & Stern, 1981).

Borg (2003) stated that teachers' beliefs create a series of organized principles which most of them derived from teachers' experiences and also their individual personality. Above all, as Shavelson and Stern (1981) explained, all teachers' activity in the class stem from their beliefs. It is a necessity nowadays in the TESOL field, teachers' beliefs and the impact of their beliefs on the class activities be understood (Borg,

1998, 2003; Farrell 1999a, 1999b; Golombek, 1998, Petraki & Hill, 2010). However, a study was done by Ng and Farrell (2003) in Singapore investigating teachers' beliefs and classroom practices in secondary schools found that instructors had a set of complicated belief systems, but sometimes they could not do based on it in the class which the most important reason was teaching context.

This study is aimed at exploring the beliefs and real classroom practices of three experienced Iranian English language teachers regarding English grammar instruction in a language center in Iran. After understanding the practices which are not congruent with the beliefs regarding teaching English grammar, the reasons are examined. Eisenhart et al. (1988) defined a belief as: "An attitude consistently applied to an activity" (p. 54). They presumed that beliefs control our thoughts and our behaviors. On the other hand, Johnson (1994), an expert in the TESOL field, believed that studying teachers beliefs is not only difficult but also somehow impossible, since they are not directly observable. The only generally known fact about the beliefs is that teachers' beliefs are constant and show the real nature of instruction (Hampton, 1994). Johnson (1994) stated that educational studies on teachers' beliefs indicate three basic assumptions: 1) Teachers' beliefs influence perception and judgment; 2) Teachers' beliefs play a role in how information on teaching is translated into classroom practices; and 3) Understanding teachers' beliefs is essential to improving teaching practices and teacher education programs (p. 439).

Regarding language teaching, teachers' beliefs have been explored in order to recognize the way of forming instructional practices and decision making resulting from personal beliefs and knowledge of the pedagogical systems (Borg, 2003,2011;

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Burns, 1992; Golombek, 1998). In a study, Richards, Gallo, and Renandya (2001) explained that belief "forms part of the process of understanding how instructors conceptualize their work" (p. 42). Some research has been done on teacher beliefs and grammar instruction in the Asia-Pacific region (e.g., Farrell, 1999a,1999b; Ng & Farrell, 2003; Richards, Gallo, & Renandya, 2001; Yim, 1993). Ng and Farrell (2003) and Yim (1993) explored how much teachers' theoretical beliefs have affected their classroom activities and the findings revealed that what the teachers say and do in the class is controlled by their beliefs. In an examination conducted on pre-service teachers of English grammar, Farrell (1999a) concluded that teachers' beliefs can be resistant or changeable. Correspondingly, Richards et al. (2001) found that however they thought to follow "a communicative approach to teaching, many of the respondents still hold firmly to the belief that grammar is central to language learning and direct grammar teaching is needed by their EFL/ESL students" (p. 54). In spite of growing concern related to studying teachers' beliefs, there has not been any noticeable case studies exploring English grammar teachers' beliefs; especially in Iran which is reported in the present thesis. This kind of study seems significant after research by Richards et al. (2001) found that divergence exists between teachers' stated beliefs and actual classroom practices related to grammar teaching (based on Action Theory which is used as theoretical framework in this study). The case study presented in this thesis is one effort to add to the literature on this essential theme. Although, it must be considered that the findings of several studies show the powerful relationship between teachers' teaching beliefs and teaching practices (Golombek & Johnson, 2004; Nishino, 2009) and some studies explained that teachers' life experiences are considered as a factor which forms their teaching beliefs and practices (Ajayi, 2011; Duff & Uchida, 1997; Ellis, 2004; Golombek & Johnson, 2004; Hayes,

2005; Simon-Maeda, 2004; Souto-Manning, 2012; Tsui, 2007; Varghese, Morgan, Johnston, & Johnston, 2005, Woods, 1991). There are many factors which these studies consider as forming teachers' beliefs like life experiences of ESL/EFL instructors including teachers' personal experiences, life stories, ethnic, gender, and social backgrounds, language learning experiences and teaching experiences (Action Theory; Governing Variables). Duff and Uchida (1997) discovered that past language learning experiences have a great effect on EFL teachers' beliefs, whether they were good or bad. The teachers' beliefs and practices are strongly affected by their learning experiences as EFL learners. Duff and Uchida describe an American male teacher who had bad experiences as a language learner and as a language teacher tries to have a very happy class; in this case, the teacher's experiences influenced his beliefs and practices in the class. In the same way, Ellis (2004) pointed out the strong connection between the backgrounds of some ESL teachers and the activities in the class. After conducting some interviews with some ESL teachers and observing their classes in Australia, the findings of her study discovered that the teachers regularly used the similarities and differences between their first language (L1) and English and also they used learning experiences in their teaching. Hayes (2005) carried out a study regarding three non-native EFL teachers in Sri Lanka and found out that the teachers accepted their teachers as their role models and all three replicated their teachers' method of teaching in their English classes. In a study in Japan, Simon-Maeda (2004) also found that instructors' personal life experiences have an outstanding impression on their teaching beliefs and practices. As Simon-Maeda stated: "a teacher's personal set of values, an integral part of her or his identity forged from a lifetime of social interactions, shape educational beliefs and professional practices that in turn affect students' learning context" (p. 428).

In general, it can be stated that teachers are affected by their language learning experiences and personal experiences and each teacher has different, multiple, and complex teaching beliefs and chooses different paths to achieve them (Arnett, et, al, 2008; Pishghadam, et, al, 2011). Nevertheless, there is insufficient qualitative research regarding teachers' beliefs and practices in TESOL. I hope my research fills a gap in the academic literature about this issue.

2.10 Summary

By referring to Thornbury's statements (1999), we can find a brief conclusion of what this chapter is supposed to provide; different persons have different definitions for grammar; some believe it should be taught in a grammar syllabus and others propose that it should be taught in a communicative syllabus. It seems that we have come full circle.

Arshad (2008) noted that the history of grammar teaching has been like a pendulum; it has swung from teaching implicitly to explicitly. Sometimes, it was preferred that learners make some discoveries on their own; sometimes they have been given the explicit grammar rules and teacher fronted approaches have been supported. This pendulum has been swinging back and forth for several decades. Thornbury (1999) concluded that "this doesn't mean that grammar should be the goal of teaching or that a focus on form alone is sufficient" (p. 25). In brief, teachers should teach grammar such that learners take the role of thinkers. Language teachers can provide the students with problem solving tasks or cognitive tasks. Through these tasks, students have to think to discover grammatical rules and meaning for themselves. Teachers must use materials such that learners consider it

is a sample of English; they must let learners discover the rule and meaning rather than provide a rule and meaning and asking students to learn it (Hall & Shepheard, 1993). On the other hand, Larsen-Freeman (2001) pointed out learners are responsible for learning. From the psychological viewpoint, learner motivation is considered very important in learning (Vossughi, 2000; Weaver, 2008). If students are motivated and eager to learn, learning will take place (Dadvand & Azimi, 2009). The motivation highly depends on the teaching methods/techniques in the field of learning a foreign language (Mahmood, 2007). In addition, the students' attitude has a great influence on their learning (Fazio & Powell, 1989).

CHAPTER III

METHODOLOGY

3.1 Introduction

This chapter sets forth the methodology and processes utilized in carrying out this research. A brief explanation on the participants who took part in this study, the research sources used through the survey, and the procedure for conducting this research will be presented in this chapter

As mentioned before, the aim of the present qualitative descriptive study was to determine the teachers' beliefs about teaching English grammar in the main and the current methods of teaching English grammar in particular in a language center in Iran. The other objective was to depict the actual methods and techniques used for English grammar instruction. This study aimed at evaluating the relationship, if any, between teachers' beliefs and their activities in the class; that is, whether they taught according to the theory they believed in or they thought they chose the methods/techniques which matched with their theory. This chapter also discusses how the questions of this study are to be researched.

3.2 Research Questions

The research questions used to guide this study are as follows:

1. What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?

2. What are the current classroom practices for teaching grammar?

3. What influences the selected teachers' choice of methods/techniques?

4. What are the selected teachers' suggestions for improving their English grammar teaching?

5. What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?

3.2.1 Research Site

The data for the present qualitative case study was gathered during June to August 2010. The location of the research data collection was Mashhad, the center and capital of Khorasan Razavi Province located in north-eastern Iran, covering an area of 55,861.6 sq mi. Figure 3.1 and 3.2 below display the geographical location of Mashhad on the map of Iran.

Figure 3.1: Map of Iran. Retrieved from http://www.google.com

Figure 3.2. Map of Iran. Retrieved from

http://en.wikipedia.org/wiki/Razavi_Khorasan_Province

The researcher selected Mashhad as the study site because she was completely familiar with the teaching context in this city, since she has been teaching there for more than 15 years as an English teacher. All of the selected participants were teaching and learning in Mashhad; however, they might have originally come from other parts of Iran. From the researcher's perspective, the most important reason for choosing Mashhad city was because of language. In most parts of Iran, including Mashhad, Persian is spoken as a first language but in some other areas of the country other languages such as Turkish, Kurdish, Gilaki, Arabic and so forth, are spoken. Since the researcher's mother tongue is Persian and she is familiar with the site, selecting another site seemed unreasonable.

3.2.2 Data Collection

Two types of research sources were utilized to answer the research questions of the research, class observations and interviews (personal interviews and group interviews). Implementing these data collection methods provided data

triangulation and supported the validity of the study. Table 3.1 shows an overview of the research questions along with the research sources utilized to answer them.

Table 3.1 *An Overview of Research Questions along with the Research* <u>*Sources*</u>

Research Questions	**Research <u>Sources</u>**
1-What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?	Personal Interviews
2- What are the current classroom practices of teaching grammar?	Personal Interviews Group Interviews Class Observations
3- What influences the selected teachers' choice of methods/techniques?	Personal interviews Group Interviews
4- What are the selected teachers' suggestions to improve their English grammar teaching?	Personal Interviews Group Interviews
5- What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?	Personal Interviews Group Interviews

To answer the first research question of the study: "What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?", I conducted personal interviews (pre- and post observation) with three English language teachers .

To answer the second research question of the study: "What are the current classroom practices of teaching grammar?" the necessary data were provided by conducting classroom observation, group and personal interviews (pre- and post observation).

To answer the third research question of the study: "What influences the selected teachers' choice of methods/techniques?" I conducted personal interviews (pre- and post observation) and group interviews (pre- observation) with three English language teachers.

To answer the fourth research question of the study: "What are the selected teachers' suggestions to improve their English grammar teaching?" I conducted group interviews (pre- observation) and personal interviews (pre- and post observation) with three English language teachers.

To answer the fifth research question of the study: "What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?" I conducted group interviews (post observation) and personal interviews (pre- and post observation) with three English language teachers.

The advantages as well as the development of the above mentioned research sources are discussed in detail below. As mentioned before, the intent of this qualitative descriptive survey was to discover the teachers' beliefs about teaching English grammar in general and the current methods of teaching English grammar in a local language center; therefore, all participants were interviewed first, because according to The Action Theory, individuals' beliefs are the words they use to explain what they think they do (espoused theory). The teachers were interviewed in order to examine their beliefs about grammar instruction and to determine why they picked out that method/technique for grammar instruction. It was arranged that interviews were done as pre-lesson and post lesson interviews and last from 45-60 minutes each (if necessary, the interviews session could be extended to as many as needed).

The interviews were done before and after each observation session, since I wanted to know if there was any compatibility between teachers' thought and activities in the class. The first questions were general-purpose questions about the teachers, and then they were continued regarding the chosen methods. The remainder of the questions were designed based on the teacher's actions in the class (by referring to the observations).

Kavaliauskienė (2003) stated that one of the reliable sources for collecting data based on the subjects' needs is interview. Therefore, for better understanding of the methods/technique that teachers preferred, interviews were conducted. The interview questions were designed according to data obtained from the observations. The other reason for conducting interviews with Iranian EFL teachers

relates to the fact that according to our culture, Iranians feels nervousness while writing (Ekrami, 2001). They prefer not to answer some questions, or write something which is not true. So, I used interviews in order to get a deeper understanding; I could indirectly gain some insights during the conversation. I carried out all the interviews; all interview sessions were written down by me because the participants did not allow the use of any audio or video recording.

Hence, I personally carried out group semi-structured interview once for introductory pre-observation with three English language teachers and also one-on-one semi-structured interviews with three English language teachers: pre- and post observation during one semester (six weeks) in Mashhad, Iran. The advantage of personally conducting interviews was that it enabled me to interact with the participants personally; therefore, I could gain what Clark-Goff (2008) referred to as "a feel of the tone of the interviews and openness or reservation of the interviewees"(p. 19). I was able to take measures to make the participants feel at ease and safe in sharing their views. I also had the freedom to track the flow of the discussion rather than an organized script so that I could maximize my interaction with the participants.

Since I was not allowed to use any audio recorders during interviews, I tried to jot down the content of each interview. In addition, I took brief memos during each interview. Graue and Walsh (1998) pointed out that "memos are written notes to yourself about thoughts you have about the data and your understanding of them" (p. 166). Therefore, taking memos helped me to recall the information and my

thoughts more easily besides allowing me to cultivate my "understanding of the events and classroom interactions later" (Wallestad, 2009, p. 124).

A series of observations was conducted. All the observations were done by me and my role was just as an observer in the class; I went to the field and collected the data in the setting (fieldwork). During the observations, I took field-notes as my primary method of observation. The descriptive field-notes included the details of the classroom settings, teaching activities, or events in the context of my observations. As I documented the teachers' instructional methods, I also inscribed my personal thoughts, hunches, ideas, feelings or impressions which emerged during the observations. According to Creswell (2008), these notes are referred to as reflective field-notes. I paid particular attention to nonverbal behaviors as well as verbal behaviors, avoiding evaluative and summarizing wording in the process of description. Rather than abstract generalizations, I aimed at concrete details (Emerson, Fretz, & Shaw, 1995). The classes were observed during one semester (six weeks, three classes during a week, with every session taking two hours). The whole semester had 22 sessions in total. The 11th and 22nd sessions were dedicated to mid-term and final examination, respectively. Consequently, the mentioned two sessions were excluded from the series of observations. Therefore, 20 sessions out of 22 were observed.

Since I was not allowed to use any equipment in the classroom, paper and pencil were my main instruments used in the observations and interviews. The observations seemed effective in order to get the general picture. Conducting observations allowed me to record data on behaviors of the individuals, the

sequence and nature of events and interactions (Creswell, 2008). But the presence of the observer could have changed the situation. However, the classroom observation enabled me to "draw inferences about someone's meaning and perspective that one couldn't obtain by relying exclusively on interview data" (Maxwell, 1996, p. 76). Maxwell, like Argyris, argued that teachers might act differently in the classroom in comparison with what they would say in the interview. Maxwell believed that teachers might also indicate something "they hesitated to or were reluctant to state directly in interviews" (p. 76). Hence, classroom observation provided me with alternative interpretations to see the data and to search for the same phenomena (English language teachers' beliefs, reactions and experiences of English grammar teaching method) from various angles. The teachers were not asked to change their instructions during observation periods.

While observing, I was repeating in my mind, "What is going on here?" As a primary observer, I took notes from the corner of the classroom and tried to see and capture the dynamics and interactions of the whole class. Firstly, I noticed when the practice was held, the environment, the length, the participants and their roles. Secondly, I described the activities, topics and tools of the program, and thirdly I observed the level of student participation, what was going on, and how the pupils interacted with the activity, the teacher and with one another.

Regarding the interview sessions, all interview sessions were written. The general questions were the first questions for the teachers' interviews regarding the teachers, and then the next ones are related to the chosen method/technique. The

initial interview questions were piloted with the support of the supervisor of the language center who was the language teacher, too. Generally, the interview questions were designed in order to elicit the teachers' beliefs toward grammar instruction.

The remainder of the questions were proposed based on the teachers' actions while teaching (by referring to the observations) and aimed at finding out the reasons for choosing the method/technique.

The interview questions were semi-structured. Creswell (2005) defined semi-structured interviews as "interviews in which the researcher asks some questions that are close-ended and some that are open ended" (p. 598). According to Hitchcock and Hughes (1989), the "semi-" ness of semi-structured interviews allows a level of freedom in questions and responses, which supports discovery; the "structured" part provides a means to ensure consistency across interviews. O'Leary (2004) describes semi-structured interviews as follows:

As the name suggests, these interviews are neither fully fixed nor fully free, and are perhaps best seen as flexible. Interviewers generally start with some defined questioning plan, but pursue a more conversational style of interview that may see questions answered in an order more natural to the flow of conversation. They may also start with a few defined questions but be ready to pursue any interesting tangents that may develop (p. 164).

The participants were interviewed in Persian. Since the participants (English language teachers) were required to explain complex thoughts, ideas, perceptions,

reactions and experiences in oral form, through interviews, I believed it would be difficult for the participants to use English, their foreign language. As an English learner and teacher myself, I was aware of the anxiety regarding the use of a foreign language. Such anxiety would likely disturb the flow of thoughts and ideas and prevent the participants from articulating what they actually wanted to convey (Spradley, 1979). Thus, I considered the use of Persian as a means of avoiding such possible language-related problems.

The purpose of conducting interviews with the English teachers was to discover the reason of choosing the current teaching method. Interviews were carried out face to face and they were transcribed. During the interviews, I followed the flow of discussion and listened actively to what they mentioned while writing down their answers. I asked the participants to present detailed information. If their responses were too short or too simple, and when necessary, I asked them to explain and clarify some of their statements. I resisted forming hasty assumptions and jumping to conclusions while consciously looking out for disconfirming and counter-intuitive views as well as warned to be careful of by Berg (1989). I answered to the issues raised by the interviewees, but tried to avoid imposing any opinion and making judgments. The interviews were semi-structured because, in qualitative design, the interviews should be informal, free and without a special structure. It must be like a friendly chat (Mirzaee & Fatemipour, 2000).

As Arksey and Knight (1999) stated, in semi-structured interviews, the flow of conversation and sharing of views is natural, and the interviewers can ask follow-up questions and explore meanings and areas of interest that emerge. The order of the

questions is not fixed in semi-structured interviews; however, it is still controlled by a list of questions and the topics required to be covered during the course of interview (Luo, 2003). However, if all the interview questions were open-ended and the interview was unstructured, the interview might go in various directions as new questions emerge during the course of the interview (Glesne, 1999). It might confuse interviewees (Seidman, 1998). In developing the interview questions caution was exercised to ensure that the questions were clear, while they were not suggestive, leading, imposing or threatening (Fraenkel & Wallen, 2000).

Two types of research resources were used for gathering the data to answer the research questions of the study, namely interview and observation. Table 3.2 presents an overview of data collected that were used to inform this study. Organized by data sources, this table illustrates the research participants and the type of data. The process of data collection was discussed earlier.

Table 3.2

An Overview of Data Sources

Participants	Data Source
Three English Language teachers in a Language Centre in Mashhad	Interview Observation

3.3 Justification for the Methodology

The necessary tools for this study included: observation and interview. Observation and Interview were done for the qualitative data collection. The survey instruments for this research were formed by the researcher.

To examine participants real actions in the class observation was done. Creswell (2005) defines observation as follows: "observation is the process of gathering open-ended, firsthand information by observing people and places at a research site" (p. 211). Observation was done in order to describe the methods/techniques used for teaching grammar. According to Creswell (2005), to determine general trends descriptive analysis is done . Thence, to justify the whole image, observation was conducted about the methods and techniques of grammar instruction. Gebhard (1999) defines classroom observation as "non judgmental description of classroom events that can be analyzed and given interpretation" (p. 35). Carrying out observation may provide more objective information to the researcher regarding the research topic (Hancock & Algozzine, 2006).

According to Mirzaee and Fatemipour (2000), observations can be used in determining if a project is working as planned or not. In addition, observation can provide valuable data about teaching styles and the way of covering the materials. Rea-Dickins and Germaine (1992) stated that classroom observation gives researchers the chance to have direct access to teachers' real behaviors: it means that: "we need to observe teachers in action using their knowledge in the real setting of the classroom" (p. 258). It must be mentioned here the intent of observation in the present study was not to evaluate the method of teaching English

grammar, but to study actual behavior of teachers in the class and to find out if there is any congruence between their words and practices in the class while teaching.

Kvale (1983) defined the qualitative research interview as "an interview, whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena" (p. 174). In order to find the right answer for the research questions, in depth-data was needed. Since in face-to-face interview there is no delay between questions and answers, interviewees answer spontaneously; it is supposed that their answers exactly reflect their opinions (Mirzaee & Fatemipour, 2000). Furthermore, interviewers can observe facial expressions. Interviews provide opportunities for researchers to study particular variables for detailed description. Glesne and Peshkin (1992) pointed out that the potential strength of interviews is that they provide chances to learn about the things that might be missed by the researcher. Furthermore, data collected through interviews will help researchers to explore alternative explanations of what is seen.

Some researchers believe that interview is the most reliable instrument for gathering data, because specific information can be obtained through interviews which cannot be obtained through other instruments (Ekrami, 2001).

To understand language teachers, I put into action one-on-one and group interview research method because it allowed me to explore deeper into the unexpected themes or issues during the interviews to further interviewees' perception and experiences.

Implementing a one-on-one interview allowed me to obtain rich and personalized information (Mason, 2002). It also shelters the interviewee from the social impacts of a peer because a peer's answer might influence his or her answers and thoughts to the questions asked by an interviewer (Creswell, 2005). Using a semi-structured one-on-one interview helped me to explore language teachers' reactions, personal beliefs, experiences and attitudes about teaching and learning English grammar as well as the selected method of teaching in real classes. A detailed description of the content of interviews (Appendices B-F) will be presented in what follows.

As mentioned earlier, the materials utilized in this study included: observations and interviews. I developed three "interview protocols" (Creswell, 2005, p. 222). Most of the interview questions were open-ended. The first part of the interviews (see Appendices B-F) comprised date, time and place of interview, interviewer, and interviewee's pseudonym to protect the participants' privacy and confidentiality. Some demographic questions were provided for language teachers related to degree, major, years of teaching experience and so on.

The first interview (Appendix B) was an introductory interview which provided the researcher the demographic information of the participants including their age, degree, major, number of years of experience as well as their course of teaching. The first and second questions provided some information regarding the degree and the major. The third question inquired about the years of teaching and question four was about the subject having been taught so far. Question five addressed how many years they had been teaching English grammar. Questions six, seven, eight and nine provided some information regarding the teachers' idea about English grammar and the style of teaching. Question 10 inquired if teachers had done many researches or

not. Question 11 provided some information if English teachers have ever had any chances to apply their knowledge in a real situation. Questions 12 - 14 focused on information regarding the relationship between teacher and students and the next two questions asked about the relationship between teachers and supervisors. The last question gave the teachers the opportunity to reflect if they had said everything they wanted to say. I used pseudonyms for any names related to the participants and places involving the language centre where they taught in an effort to protect their identities.

During the pre-observation interview (Appendix C), first the language teachers were asked to briefly describe English grammar. The first three questions were related to the definition of Grammar, the value of English Grammar courses and instructional activities used in teaching Grammar. Then they were required to explain about the selected method, the time of selecting this method, the reason for their selection and thinking about changing the method through the next four questions. The next three questions provided me with some information about the satisfaction of the language learners toward the selected method, their idea about teaching and learning grammar and their role in selecting the method of teaching English grammar. Question 11 inquired as to the teachers' reactions toward persons who believe fluency is more important than accuracy and in the last question, the language teachers were asked to add other things they would like to share with the researcher.

During the post-observation interview, three English language teachers were asked to briefly describe what they did in the classroom and they were required to justify

the reason for the discrepancies, if any, between what they mentioned in the pre-observation interview about their method of teaching and what they actually practiced in the classes as observed by me. Afterwards, I asked about their recommendations or suggestions for improving English grammar teaching for EFL learners in Iran. Finally, the participants were asked to add any other thing if they wished.

I conducted interviews with three English language teachers after field observations. I asked them to remember what they had done so as to learn about the meaning of their teaching actions and how the latter relates to their beliefs. I also took notes during the interviews. The post-observation interviews occurred in the same place where the teachers taught.

As mentioned before, data collection for the present study has been done through interview and observation. Observing the English language teachers was helpful for me to be part of the English classes by sitting in the class and examining if what the teachers said in the interview could practically be observed in their classroom activities or not. It helped me "to understand the dynamics of the context of the class, to know more about individual participants, and to get more information in depth by belonging to the specific culture" (Wallestad, 2009, p. 85) which provided me with a "thick description" (Denzin, 1978, p. 83) and could enhance the reliability of the study.

 I developed an observational protocol for taking field-notes during the observation (Appendix A). The design and development of an observational protocol ensured

that I had an organized means for recording and keeping observational field-notes (Creswell, 2008). The first part of the protocol included date, time and place of observation, observer and observee's name using pseudonym. In the second part, I observed the learning environment, and after that the language teachers were observed on their warm-up, connectivity between prior knowledge and the lesson that was supposed to be taught, Teaching Methodology, whether they could explain in a comprehensible manner, repetition, giving feedback, providing reinforcement, any relationship existing between their beliefs and actual method used, their attitudes towards grammar, and activities in the class, whether these were appropriate for the purpose of the course and students' needs.

The next part was related to the communicative activities; lessons integrated into other activities such as speaking and writing and finally the language learners under observation; whether students intellectually engaged with important ideas, teachers make learners aware of the importance of grammar, students' attitudes toward grammar, learners' needs, small group work, teacher's role, teaching method created motivation, any interaction, correction, material, any syllabus, adequate time and the pace of lesson. While conducting the observations, I was careful not to violate any legal or ethical guidelines (Hancock & Algozzine, 2006) (Appendix G).

3.4 Ethical Issues

Prior to, and in the process of data collection, I assured the participants of their anonymity and confidentiality and that I would only "use false names or code numbers to keep track of what information came from whom without revealing identities" (Ary et al., 2006, p. 484). During the course of data collection, the participants were given assurance that any individual emotions, values, reactions,

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experiences and the acquired data in relation to the survey were not shared with others outside of the research study (Creswell, 2008; Elbaz, 1983).

The participants were assured that their identities would not be revealed in any parts of the thesis, not in the reporting of interviews and observations nor in the data analysis (Creswell, 2008; Zhang, 2008). They were also assured that it would be impossible for anyone to find any connections between them and the data. In other words, according to Glaser (1987) it would be almost impossible for any participants to be traced. Data was filed under lock and key at the researcher's home (in Malaysia) for three years.

3.5 Participants

According to the methodology of this study, qualitative method, case study, some cases were needed. For this reason three English language teachers were selected as samples (cases) for collecting the qualitative data necessary for answering the research questions. In brief, the participants were designated by non-random sampling. The teachers were selected purposefully (case study) and non-randomly. According to Stake (2000), case study researchers are inclined towards the cases that are available.

The participants of the present study included three English language teachers. They were three Iranian female EFL teachers, non-native speakers of English, with different experiences (a minimum of seven years experience) in the foreign language teaching field. According to Cuban (1989), "diverse experiences lead to diverse perceptions about teaching" All participants participated in this study voluntarily; it means that they were free to decline to answer any questions or they

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were able to drop out from the survey at any time they wished. There was no reward for their participation, and no punishment for their refusal to participate. The aim of the survey was explained to the cases and they were informed that they would benefit from the outcome of the research in general. This study was carried out in Mashhad, Khorasan Razavi, Iran, and all participants were Iranian and spoke Persian as a first language and English as a foreign language. Because the language of the research participants was Persian, interviewing with the participants in other languages was not possible given the need for deep understanding of their responses.

The participants were selected purposefully from an English Center, in Mashhad, Iran. The institute is a semi-governmental center supervised by the Ministry of Education. The participants were not selected randomly, yet maximum effort was applied to select from various geographical, ages and social level.

This language center was chosen since the most helpful data could be deduced from it for an in-depth study. Since the majority of language centers in Iran didn't teach English grammar, the main emphasis is on oral and aural. Most language centers ignored grammar instruction. The designated language center was the only one that has grammar classes in Mashhad. The observations were conducted while teaching in the class during one semester (six weeks, three days a week, with every session taking two hours).

After choosing the research site, I went there and asked for permission to conduct the study; the participants announced their willingness and readiness to participate

in the interview and observation sessions. They received a consent form, but refused to fill and sign it. The three English teachers and the Supervisor preferred to agree orally because they wanted to be anonymous during the study and the manager of the language center stressed that the name of the institute could not be revealed in any part of the study. After being assured that their identities would be secret, the interviewees agreed to be interviewed and observed. All of the subjects were informed of the purpose and the design (instruments for data collection) of the study and all of them announced their agreement to participate in the study before the study began. As a female Iranian English teacher, I came from a background that was very similar to the participants and since they were colleagues before at the same language center, the expectation was that they would be open in sharing their viewpoints with me. At first, the participants were not confident enough to share their views and concerns; especially one of them, Mahsa, they were scared of using any recording; however, their big concern was related to the observation. After they felt reassured that they could be honest without any fear of reprisal, they began to share their beliefs and reactions which then opened the floor to other questions.

The participants consisted of three female English language teachers: Somayeh, Mahsa, and Raana.

Somayeh: Somayeh, 43 years old, an experienced female language teacher with 12 years of teaching experience in language teaching and two years of experience in grammar teaching, possessed a Bachelor's Degree in English Language Teaching (ELT). She studied ELT at the Islamic Azad University, Mashhad. She has been teaching English at various levels. She was also teaching English in a primary

school; since teaching English is not included in the primary school curriculum in Iran, some schools have extra classes for their students. Therefore, her exposure to English was not limited to the classes in the language center. She has not taken any language proficiency test, such as TOEFL or IELTS, and her level of English was evaluated just by a standard test administered by the language center when she applied for the job.

 It is usual in Iran, when a language center wants to select some language teachers that the teacher's proficiency is evaluated by a standard test such as TOEFL or IELTS. If the applicants can pass the test, they have to go for interview to be evaluated for their speaking proficiency. After that, they have to attend training class. After finishing the class, they will present a lesson as a teacher, while the language center supervisor and the other applicants attend "the class" as language learners. If they are able to teach very well, they can start their job as language teachers.

Mahsa: Mahsa, 37 years old, is an experienced female language teacher who had been teaching English for 14 years. She holds a Bachelor's degree in English Translation (ET) (from English to Persian and from Persian to English) from the Islamic Azad University, Mashhad, Iran. She also received her Masters from the Islamic Azad University in Tehran, Iran. Her major was Teaching English as a Second Language (TESL). She explained that she wanted to continue her major in Masters, too; but, at that time, there was no English Translation course in Master level; since she had to choose another major she preferred to select TESL. At the time the research was conducted, she had been teaching English grammar for two

years. She mentioned that her exposure to English was not limited to English classes in the Language center because she had been working as a lecturer in different universities. She had also been teaching in concord classes (special classes where students prepare for university entrance examinations in Iran) and at the same time, she had been working in a translation office.

Besides the standard language test taken in the language center, she had attended TOEFL class and has taken a mock TOEFL, since the real exam was not administered in our country for political reasons; but she mentioned that she forgot her mark! However, she described her command of English as very good.

She described herself as very creative and active in other classes if not in grammar class. She used many extra story books to strengthen language learners' reading and to increase their vocabulary. She encouraged her students to listen to famous songs and transcribe them. She mentioned that she asked her language learners to watch a cartoon or a movie for discussion in English class.

Raana: Raana, 31 years old, a female language teacher with seven years of teaching experience, holds a Bachelor's degree in English Language and Literature (ELL). She graduated from the University of Ferdowsi, Mashhad, Iran. At the time this research was conducted, she was a Master's candidate in Al-Zahra University in Tehran, Iran. Her major was Teaching English as a Second Language (TESL). She travels two or three days a week to classes in Tehran and teaches on the other days. She explained that she changed her major in the Master Program because ELL was very difficult for her. Her exposure to English was limited to English

classes in the language center and university. Although she reads magazines or newspapers or some story books in her spare time, unfortunately, she could not find any full text and all the books were summarized and most of them were simplified. Since she was a student she had to improve her general English, too. She had never taken any English proficiency test except the test administered by the language center. She had been teaching English grammar for two years.

3.6 Data Analysis

Data without analysis is useless. As Merriam (2001) noted, "without ongoing analysis the data can be confused, repetitious and overwhelming in the sheer volume of material that needs to be processed. Data that have been analyzed while being collected are both parsimonious and illuminating" (p. 1620). The constant comparative method (CCM) was used to analyze the data obtained from observation and interviews. Glaser and Strauss (1967) believe the constant comparative method consists of four stages:

1. Comparing incidents applicable to each category,

2. Integrating categories and their properties,

3. Delimiting the theory, and

4. Writing the theory

These stages were followed in this study for analyzing the data. Goetz and LeCompte (1981) pointed out: "CCM combines inductive category coding with a simultaneous comparison of all social incidents observed" (p. 58). The first step was categorizing the data, and then comparing them was done and refining the categories was the last stage. While the data was recorded and classified, the comparison across categories was done. Continuous refinement was done while

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data collecting and analyzing. Goetz and LeCompte (1981) suggested that: "As events are constantly compared with previous events, new topological dimensions, as well as new relationships, may be discovered" (p. 58). I carried out data analysis during and after the data collection by following the guidelines suggested by Miles and Huberman (1994, pp. 10-12) (See Figure 3.3). Miles and Huberman define data analysis "as consisting of three current flows of activity: data reduction, data display and conclusion drawing/verification" (p. 10).
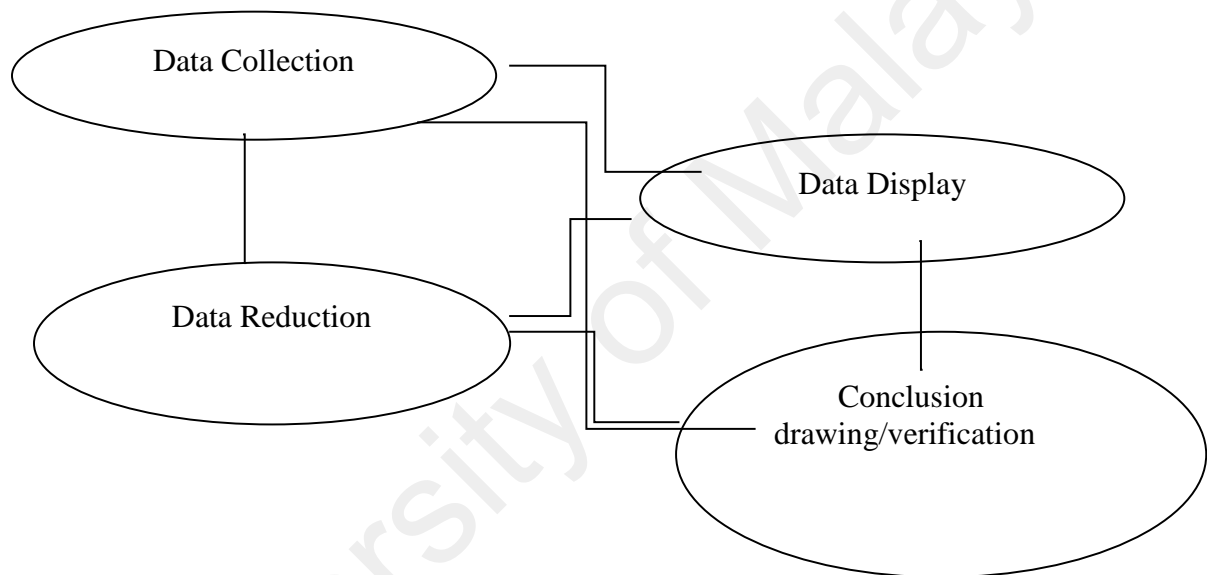
Figure 3.3. Components of Data Analysis. Adapted from "Qualitative Data Analysis (2nd ed.)," by M. B. Miles and A. M. Huberman, 1994, p. 12. Newbury Park, CA: Sage.

3.6.1 Interviews

I personally conducted all interviews; since the interviews were carried out in Persian, all the texts were also written in Persian. In the data analysis process, I used the original written texts in Persian. However, I translated some selected parts

of the interviews into English in order to support the findings and discussions. All of the translated texts were returned to the participants (three English language teachers) for review and verification. None of them made changes to the texts.

Since the data was in hard copy, I selected to do coding by hand rather than electronically. After numbering and coding, I categorized the themes which emerged from the data. I used three types of coding, namely open coding, axial coding and selective coding. According to Strauss and Corbin (2007), the main purposes of open coding are "to conceptualize and categorize data" (p. 123). Axial coding which is the second stage of data analyzing is "the process of relating categories to their subcategories…linking a category at the level of properties and dimensions" (Ibid). Selective coding is the final stage of data analyzing which is "the process of selecting the central or core category, systematically relating it to other categories, validating those relationships, and filing in categories that need further refinement and development" (Strauss & Corbin, 2007, p. 116). I also used the Constant Comparative Method. The categories and final version were verified by the participants of the study.

3.6.2 Observations

After conducting the observations, the field-notes were coded and synthesized. As with interview, clear links were established between the research objectives and the summary findings derived from the raw data, and then the data were examined for emerging themes that fitted the purpose of study. Finally, the categories emerging from the data analysis of the interviews and class observations were examined in relation to the research questions of the present study.

The next phase was member checking; the participants received the final list of categories. As Lincoln and Guba (1985) point out: "The member check, whereby data, analytic categories, interpretations, and conclusions are tested with members are those stake holding groups from whom the data were originally collected, is the most crucial technique for establishing credibility" (p. 314).

It must be mentioned here, during interviews, to confirm accuracy, the researcher made a point to restate or summarize what was said before moving to the next question. This served also as a probe for the interviewees to further clarify what they had already said. The summary also allowed for a better transition to the next question. In summarizing, I tried to connect and pull together and accentuate the contradictions, dissonance, and multiple voices; in short, validity enhancing procedures (suggested by Wolcott, 1990) and the essentials of good fieldwork were consciously adhered to. The result was demonstrated in report form.

The constant comparative method (CCM) was selected to break down the data of this research, because, referring to Boyatzis (1998), this study is "data driven approach", that is, by using raw answers, some codes and themes would be made. According to Ekrami (2001), the constant comparative method (CCM) is inductive, namely, the researcher does not impose the themes, and rather, they appear from the data. Since the nature of this survey is the same, picking out the constant comparative method (CCM) is appropriate.

Seidel (1998) demonstrated a model to justify the basic steps of qualitative data analysis. His model has three parts: noticing, collecting and thinking about

important things. These parts are cyclical and interlinked. Noticing the important things causes the researcher to put them in a category; effectively breaking the data down into smaller parts. Then, the data was labeled into codes that was used for overall organization.

Notice things

Collect things

Think about things
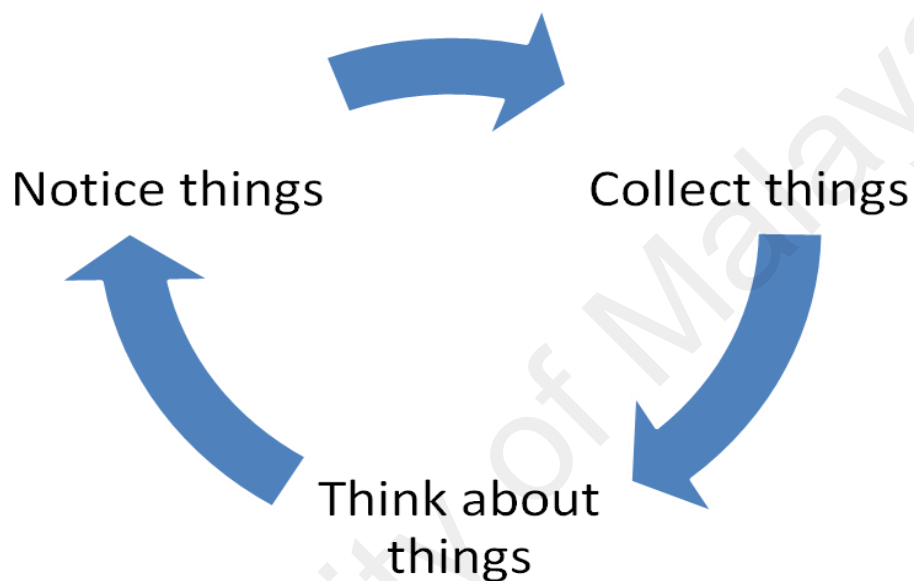
Figure 3.4. The Data Analysis Process (Seidel, 1998).

Seidel (1998) believed that codes act in two different ways; as an objective, they show the facts and bring the ability for further investigation, that is, they help in collecting the data. On the other hand, the code labels reflect the process of thinking.

Daly et al. (1997) pointed out that analysis is crucial in describing the phenomenon. Since the major purpose of this study is to describe the current

methods/techniques of teaching English grammar in a local language centre, choosing this kind of analysis is helpful.

3.7 Data Triangulation

Maxwell (1996) pointed out that triangulation helps researchers to decrease their biases in the conclusion, which may increase the validity of the assessment of the study. Glesne and Peshkin (1992) stated that the data gathered through multiple sources increase the trustworthiness; thus findings of the research will be more reliable. Denzin (1978) defined the term of triangulation as the combination of data gathering sources. Marshall and Rossman (1989) noted that the best way for increasing the validity of the findings is by applying a combination of data sources. After analyzing the data, interviews and observations, the data was triangulated for enabling a detailed and comprehensive picture of findings.

3.8 Trustworthiness

Lincoln and Guba (1985) emphasized the significance of trustworthiness in a qualitative study (p. 289) which may be parallel to the concepts of validity and reliability in a quantitative study (Wallestad, 2009). As mentioned by Seale (1999): "Trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability" (p. 266) in "a good qualitative study" (Wallestad, 2009, p. 139).

Validity and reliability are very important for quantitative researchers to judge the quality of a quantitative study and to see how their results could be generalized to a

population of their sample. Maxwell (1996) stated "they would create a research design by controlling potential validity threats to the study as much as possible, in advance" (p. 86). On the other hand, Glesne (1999) and Pishghadam, et, al (2008) believed that subjectivity has a very crucial role in a qualitative study. However, it is so obvious if subjectivity is decreased in the study the validity and reliability of the study will be increased (Wallestad, 2009). Maxwell (1996) considered "the validity is a goal rather than a product" (p. 86) and claimed that there is no qualitative study which is one hundred percent bias-free; rather, the meaning of validity is changed depending on the purpose of the survey and its situation.

To establish the validity and reliability in the present survey, I gathered the data from multiple sources, interview and observation. For drawing a comprehensive picture, the data from various sources were triangulated.

As mentioned before, the other thing I considered-- increasing the validity and reliability- was member checking. Lincoln and Guba (1985) presume member-checking as a technique to increase the validity of a study, and this was used by the research in interviews as well as the final versions of data analysis and giving feedback. They provided me with some feedback, so I could modify or delete some misinterpretations of what the subjects meant in the interview or what they did or said in the class while being observed. Since all the data was in Persian and I did the analysis in the original language and translated it into English I asked the three English language teachers and two university lecturers who were fluent in both English and Persian to determine the accuracy of the translation.

3.9 Research Design

Since the intention of this study was to discover the teachers' beliefs about teaching English grammar in general and toward the current methods of teaching English grammar, in particular at a local language center, there was no contrived treatment. Since this objective was planned through the other objectives, first of all, describing the present methods and techniques used for English grammar instruction should be done. According to Mirzaee and Fatemipour (2000), when a researcher wants to describe a phenomenon, qualitative design should be used, because the qualitative method is used in natural context without manipulation of variables. Johnson (1995) stated that the best tool for expanding our understanding of learning and teaching is qualitative research; and above all this methodology has "gained increasing acceptance in recent years" (p. 4).

The case study design was selected because case study is used when a researcher is interested in studying a special aspect of a second or foreign language performance (Mirzaee & Fatemipour, 2000). This study focuses on grammatical points only. Generally, case study reveals more truths compared with studying a large sample (Mirzaee & Fatemipour, 2000; Mertens et al., 2009).

To answer the research questions which guided the present study a qualitative case study design was selected. Merriam (2002) and Creswell (2008) pointed out that researchers can focus on a single case or multiple cases while using case study design. The mentioned design helps researchers to give a rich, in-depth description and explanation in a specific context.

Merriam (1998) set forth case studies as "an intensive description and analysis of a single unit or bounded system" (p. 19). She considered a case study as a means of examining intricate social units in which there are important potential variables necessary for understanding the phenomenon. Merriam (1998) defined a case as a "thing, a single entity, a unit around which there are boundaries" (p. 27). She believed that the case study design can provide a rich and general picture of a specific case which is attached to a real life context. Merriam (1998) concluded the important intent of the qualitative case study is obtaining "understanding and meaning". She considered "the researcher as a primary instrument of data collection and analysis, the use of fieldwork, and inductive orientation to analysis, and findings that are richly descriptive" (p. 11). According to Miles and Huberman (1994) and Packer-Muti (2009) qualitative data is a kind of data that includes reasonable, analytic, rich, coherent and valid description and explanation of process in particular local contexts. Johnson (2001) pointed out that while analyzing case study data, the unit that must be analyzed is a case and this unit is a single one like a class, an event, a program or even a person. He believed that this kind of study has to focus on a single entity, often occurring in a natural setting with available variables. Yin (2003) stated when separation of variables and phenomenon from context is impossible the best choice is case study research.

I selected the qualitative case study design to examine the participants' beliefs and experiences about teaching and learning English grammar. I wanted to obtain a more in-depth insight rather just a general picture (Wallestad, 2009).

3.10 Summary

Since there are many reasons for Iranian students' inability to apply grammatical rules, the three potential reasons were considered; methods/techniques for teaching English grammar, language teachers and Iranian EFL learners in this study and some procedures were done. Figure 3.2 shows the main route of the present study.

Problem

Teachers   Methods   Learners

Beliefs   New   Traditional   Attitude

Positive   Negative   Positive   Negative

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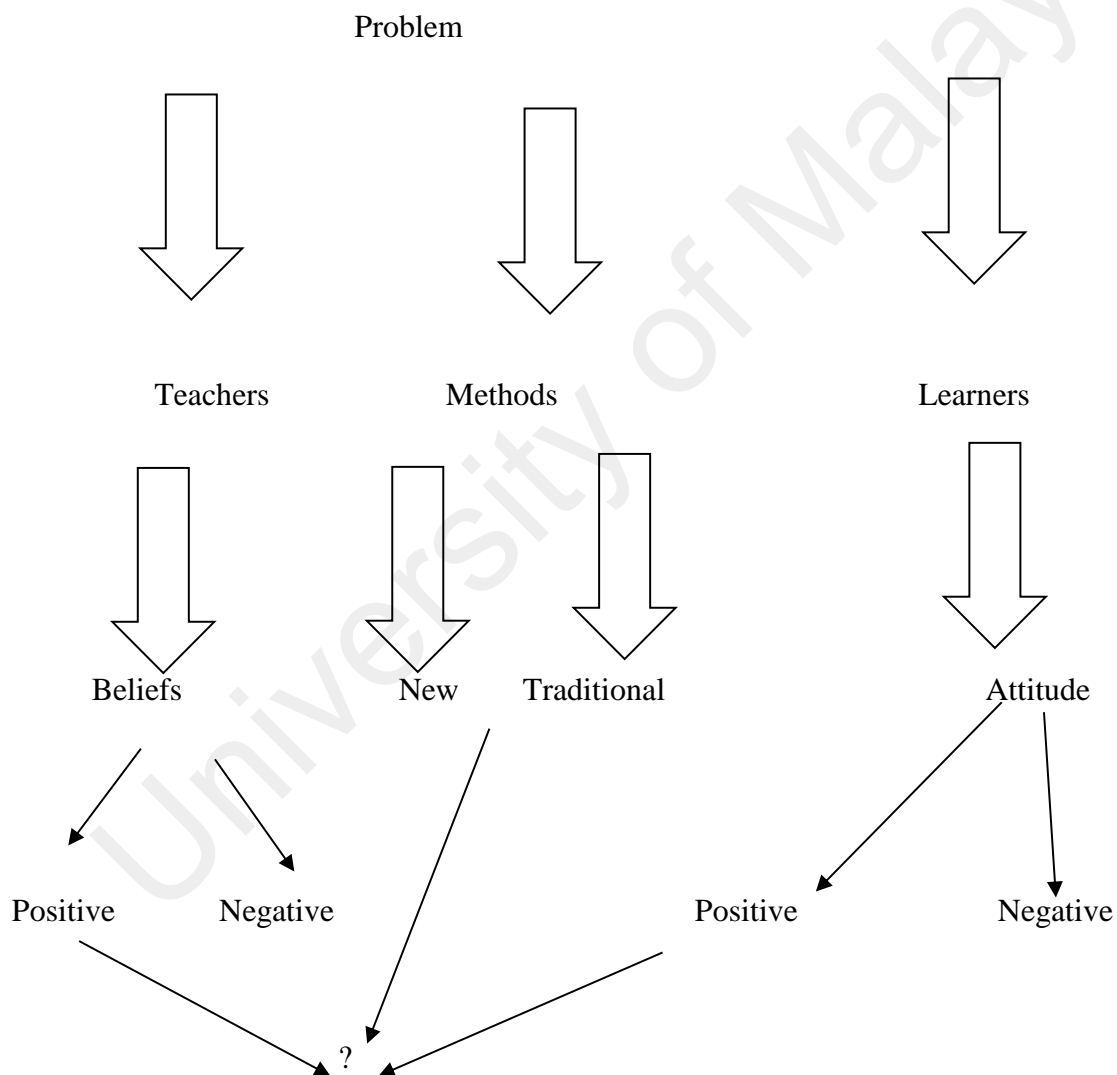
Figure 3.5: Design of the study.

The main focus was on what actually happened in the class. Teachers used traditional methods such as Grammar Translation or new methods like Task Based Approach. Larsen-Freeman (2007) believed that different teaching methodologies have different advantages. She stressed that new methods address the inert language problem better, because they involve learners in using language from the start, rather than teaching about language and hoping that someday the learners can use it. If teachers used traditional methods in the class, they must be informed. If the method of teaching were new methods, the focus should have turned to the teachers.

For finding out the teachers' beliefs about teaching grammar and their reasons for choosing the current methods, interviews were conducted. If their beliefs about teaching grammar were negative, it would affect their teaching and their students. According to Fazio and Zanna (1981), attitude has a direct effect on behavior. Maybe, they believed in teaching grammar, but the current method was imposed upon them by the institute; also in this case, there was no harmony between belief and practice. After finding the reason, it could be identified whether belief and practice were in harmony or not. According to the Theory of Action (Argyris & Schön, 1978) compatibility between belief and practice is very important. If there is no compatibility between their belief and practice, they could recognize their problem. But, if their beliefs were positive and their belief and practice were in harmony, the problem was investigated in the learners. After all, learners' attitudes have a great effect on learning; if students believed that teaching grammar was a waste of time, they underestimated it and this was reflected in their learning. The other issue which must be considered was that perhaps students believed teaching

and learning grammar was vital, but their attitudes toward the current methods were negative. The ideal situation could happen; the method was new, teachers' beliefs and practices was compatible, the teachers' and learners' attitudes were positive towards teaching and learning grammar, respectively and students had no problems with the current methods. In this case, it must be investigated whether the reasons for the inability to apply grammatical rules in language learning lies elsewhere, as in material, time or other hitherto unknown factors.

CHAPTER IV

DATA ANALYSIS

4.1 Introduction

This chapter presents an analysis of the data to answer each of the research questions. First of all, it begins with the demographic information of the participants and then it presents the findings. The findings of this study is a report, it was not a performance evaluation, the objectives were to describe what happened in teaching English Grammar classes and express the beliefs of the teachers towards teaching and learning English Grammar.

In this chapter, the answers to the research questions were reported. The following research questions were addressed in this study:

1. What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?

2. What are the current classroom practices of teaching grammar?

3. What influences the selected teachers' choice of methods/techniques?

4. What are the selected teachers' suggestions to improve their English grammar teaching?

5. What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?

The following are the research objectives of this study:

1- To find out selected Iranian EFL teachers' beliefs towards current teaching/learning procedure of English grammar.

2- To discover what the current classroom practices of teaching grammar are.

3- To explore what influences the selected teachers' choice of methods/techniques.

4- To describe what are the selected teachers' suggestions to improve their English grammar teaching.

5- To explore what selected Iranian EFL teachers' beliefs are about what can be done to further help students apply classroom learning of grammar to daily communications

4.2 Demographic Information of the Subjects

4.2.1 English Language Teachers

Three English language teachers were purposefully selected from a language centre in Mashhad, Khorasan Razavi Province, Iran for the purpose of observing their method of English grammar teaching and for interviewing. The participants consisted of three female English language teachers who are non-native speakers of English. The availability of the centre was the major criteria in selecting the participants, because most language centres in Iran, didn't teach grammar, rather the main emphasis is on oral and aural. The selected language centre was the only one that had grammar classes in Mashhad. In the present study, two out of three

participants majored in Teaching English as a Second Language (TESL) and the third majored in English Language Teaching (ELT). One of them had a Bachelor's degree (ELT), the other one possessed Master (TESL) and the last one was a Master student (TESL). All of them graduated from Iranian universities and the Master student was studying in an Iranian University at the time this research took place. The participants' years of teaching experience varied between seven and fourteen years, but all of them have taught English grammar for two years, since teaching English grammar had started two years ago (until the time of data collection in the year 2010). All the participants were Iranian and spoke Persian as a first language and English as a foreign language. A summary of demographic information of the English language teachers is presented in Table 4.1. Pseudonyms were used for the participants.

Table 4.1

Participant Backgrounds and Context

Interviewee Pseudonym	Approxi-mate age	Major	Degree	Years of Teaching Experience	Years of Grammar Teaching Experience	Position in Instiitute
Somayeh	43	ELT	BA	12 years	2 years	Teacher
Mahsa	37	TESL	MA	14 years	2 years	Teacher
Raana	31	TESL	MA Student	7 years	2 years	Teacher

Since the present study is a qualitative study, the number of participants was sufficient to draw a substantial portrait of how English language grammar was taught in the classroom. Furthermore, the diversity of major, experience and teaching method helped to provide better understanding of the teachers' beliefs about English grammar. It must be noted that the researcher makes no pretensions of generalizability to the larger population. The whole interviews and observations were done by me.

4.3 Pre- Observation Interview

 The first interview (Appendix B) was an introductory interview which provided me with the demographic information on the participants including their age, degree, major, number of years of experience as well as the course of teaching; which was summarized and shown in Table 4.1. This interview was conducted in the form of group interview. All three participants felt comfortable teaching English grammar, but at different rates, Raana felt completely comfortable and Somayeh felt approximately comfortable, but Mahsa replied: "I think,… yes… it's OK". They believed that if language learners could learn grammatical rules, they would be able to apply these rules after some time. Unfortunately, none of them have done any research and none have traveled abroad yet. Three language teachers stated that language learners did not care about the method of teaching; rather they wanted just top marks.

The next interview (Appendix C) was done before observation of the class and the researcher conducted a one-on-one interview in order to discover the teachers' beliefs about English grammar, teaching it and teaching methodology. First of all, they were asked the definition of "grammar". They replied with very usual answers and did not point to interesting matters. Perhaps there were not any interesting points; however they did not agree regarding the importance of teaching grammar. Mahsa believed that English grammar class was totally useless. When asked about the method of teaching English grammar, Raana brought up the Audio-Lingual Method, Somayeh cited Grammar-Translation Method and Mahsa mentioned the Eclectic Method. All of them relied on their experiences for choosing the method of

teaching and refused to change it and they did not care whether their students liked the method of teaching English grammar or not.

4.3.1 Observation

To examine the real action or real teaching of the three English language teachers, observations were conducted. Each of the English language teachers was observed in her English grammar class for one semester (six weeks, three sessions during one week, and each class taking two hours) for twenty consecutive class periods. It must be restated here that video and audio recording were not allowed by the language centre director for some reasons (when I asked the reasons, the only answer I received was that it was against the language centre rules and the language learners' parents would not tolerate it) so I took only field notes based on the observation checklist (Appendix A).

Using mother tongue (Mahsa and Somayeh), the explicit teaching of grammar rules (Mahsa and Somayeh), devoting most of the class time to translate (Somayeh) what were the salient features frequently observed in the classes. The majority of techniques used in the classes were asking for memorization of the rules, using a variety of substitution in written exercises, group work activities and group discussion for finding the correct answer.

None of the teachers made use of supplementary materials such as tape recorders, any kind of books, magazines and so on. If teachers used a variety of supplementary materials, such as what was mentioned above, the students would be

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exposed to large amounts of comprehensible input using language rich materials (Krashen & Terrell, 1983). In the classes I observed, the mentioned language teachers heavily relied on the books provided by the language center and they just followed the syllabus imposed by the supervisor for teaching English grammar. I did not observe any innovation, creativity or something to help motivate language learners to learn better and more effectively.

For an exact apprehension of the English language teachers' teaching method and their real actions in the classes, two sessions of each observed class activities will be randomly selected and described in detail as examples in the following. Then, the observation data for the other observed sessions were grouped by considering major similarities and differences.

Somayeh's class: The teacher accepted me in the class provided that I would not say anything about something that happened in the class. Somayeh's class was conducted in both Persian and English. I observed her for the first time in the first session of the new semester. There were 12 language learners of different ages in the class. First, she introduced herself and then introduced me and explained why I was in the class. After checking the students' report cards, to be sure that all the learners passed the last semester, she distributed the books and started teaching. She explained the grammar in English by giving the grammar structure first and then making some examples using the whiteboard. Afterwards, she translated all the things she had taught in English. The language learners were allowed to write down her explanations in English or Persian, somewhere in their English books. They were also able to raise their hands at any time and ask for repetition or

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meaning of a word. At the end of each part, she called some names from the attendance list and chose the number of practice and asked the students to read it and answer it. If the selected language learner could not supply the correct answer, Somayeh chose another student, or asked the class. The rest of the practice must be done as homework by language learners at home.

In the fifth session, there were 12 language learners. Somayeh started with checking the practice exercises; she then asked the students to read their answers one by one, beginning with the first one and each student must read just one exercise. If the students had any problems, she explained them or if they could not find the correct answer, she gave them the correct one and explained the reason. Sometimes, she spoke in English and sometimes in Persian. After finishing all the exercises, she began to teach the new lesson like the previous session, first in English, then in Persian. While she was teaching in English, the learners did not write or ask anything or even listen, but while she was teaching in Persian, they took notes, asked some questions and participated in discussion. After class, the researcher suggested that it would better if she just taught in one language in the next session but she strongly refused and told the researcher that she had to speak English in the class because of institutional constraints and since she was sure that her students could not understand English grammar just using English, she taught in Persian; in this way, language learners could learn English grammar and she did not violate the institute rule which stated that she must just speak English in the class.

As it could be from Somayeh's class observation, although teaching grammar deductively and using native language, making some examples which are the major features of The Grammar-Translation Method, she did not actually use this method

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in the class as she mentioned in the interview. In fact, she borrowed some activities of The Grammar-Translation Method. She also did not use code switching; rather she used word by word translation in her class.

Mahsa's class: Mahsa reluctantly accepted me as an observer in her class. During the tenth session, there were 14 language learners in the class. The teacher started as usual; "any questions?" Nobody had questions; therefore, Mahsa began teaching the grammar. She explained the grammar elaborately in Persian by writing the grammatical rule on the whiteboard and adding some examples (in English). In the mean time, students asked questions if they had any and took some notes, but they preferred to write down or copy down everything their teacher wrote on the board. The teacher used the contrast and comparative methods in teaching, too. She used Persian language examples whenever she could. Since there are many tenses in common in both languages, Persian and English, most of the time, she defined the tense and usage in Persian, and then taught the English tense and usage. She preferred to use native language for teaching English grammar.

After ensuring that all of her language learners had understood the grammatical rule by asking them some questions, she told the students to answer the questions in their books. They had several minutes to answer the questions; this time varied from practice to practice. Afterwards, she read one by one and checked all the answers and she explained in Persian and using the whiteboard in case of need, if students had any problems. The language learners were allowed to speak in English or Persian in class; it was up to them. But, Mahsa answered in Persian even if they rarely asked something in English. All the time during the class, language learners

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were free to raise their hands and ask any questions related to grammar or meaning of the practice.

The next session was session fourteen. I tried to talk to Mahsa before the class; I guessed finally I could find why she did not like me to be in her class. Using Persian language was strongly forbidden in the language center, even one word, and she spoke in Persian all the time while teaching. I talked to her before class and assured her that I did not tell anybody about her use of Persian in class. I asked her the reason and she confessed that since she could not understand English grammar in English, how could she expect the language learners to learn it in English? And how was she able to teach in English while she was not able to understand? I was shocked. Mahsa holds a Master Degree in TESL and she could not understand English grammar in English. Finally, I understood her predicament and was accepted in her class; she treated me with more friendliness.

She taught as usual. She began teaching the grammar while using Persian language. She wrote some examples on the whiteboard and explained the rule. But this time, she asked her learners just to listen and postpone writing the points till the time she allowed. After finishing the class she told me she believed that this way was the best for teaching grammar but she could not give her idea to the center management, because she was scared of losing her job.

The data revealed the strong presence of institutional constraints. Mahsa told me she used Eclectic Method in teaching; she tried to use it, but she could not use it as safely as she wanted.

Raana's class: It was the fourth session, and there were 15 language learners. She started her class by greeting the learners in English. Generally speaking, the whole of class was managed in the English language. Raana spoke English all the time during the class and forced her language learners to use English in the class. If somebody asked a question in Persian, she was totally ignored and Raana did not show any reaction. She taught English grammar deductively using the board, all the time in English; she gave explanations, examples and learners were free to listen or even take notes or copy the explanation from the board.

She gave the students some minutes to do practice. They were allowed to discuss together and most of the time, the researcher heard they were talking in Persian rather than English, and then from the nearest chair to her, the learners began to read the exercises. Each student must read just one practice.

It was the eighteenth session. The class was like before. But Raana had to teach very fast, because it was near the end of the semester and she could not cover the book yet. She taught in English, wrote on the board, rules, formulas, examples, and explanations. All the language learners wrote down from the board silently without any questions. The class was absolutely teacher-centered; there were no discussions, no ideas, and no questions. Raana just wanted to finish the book. After class, I talked with her, and asked whether she thought this kind of teaching was helpful or useful. She replied it was not important; the major thing is finishing the book and covering the material. I told her that the students were not able to learn too fast, but she refused to accept my idea and told me she had to finish the book. And the most important issue is their mark and passing the test; if they could pass the test, it would mean they had learned.

As the data revealed, although Raana believed and mentioned in interview she used Audio-Lingual Method in the class, there were no salient features of the Audio-Lingual Method in her class. She never used any kinds of drills or substitutions. The only thing she strongly followed was usage of the English language in the class, but it was not under her control.

4.3.2 General Findings from Observations

As the data indicated up to this point, the teachers' espoused theory and theory in use were not parallel. The English language teachers in this study were not alert that their espoused theory was not the identical as their theory in use. They accept something, but they carried out another thing in the class. Thence, they could not acquire effectual consequences. Argyris (1980) stressed that if espoused theory and theory in use are aligned, effectiveness will increase. The present study wants to generate awareness in the teachers in order that they create congruence between what they say they believe and their performances in the teaching field in case of inconsistency.

The data showed that the teachers have the authority to choose their methods of teaching, yet all of them were required to cover the same textbooks and prepare the language learners for the same final exam. The supervisor dictated all the decisions regarding the textbook selection and exam questions, but not much control was exerted on teaching methodology. In fact, teachers decided on the real actions in the class and it must not be forgotten here the most important role in teaching and learning fields are generally played by teachers.

Mahsa emphasized (while being interviewed) that she taught according to "Teachers' Guides" which were provided by the language center, but after observing the class, the researcher noticed that she taught in her own way. The interview after observation revealed that all the teachers were forbidden from using native language in the classes at all times. If they do, the supervisor presumes that they are unable to speak English. The most interesting point was discovered during observation and interview; all three teachers were scared of the supervisor. Mahsa did it consciously, since she was the only person among the teachers who had a Master of Arts in TESL, she was entirely sure that they did not want to lose her, "because I am an advertising sample" Mahsa said while laughing.

4.4 Post- Observation Interview

In post- observation interviews, conducted one-on-one, I asked the language teachers to recall what they did in their class and reminded them there were some differences between their actions and what they really practiced and what they believed as they mentioned in the interviews. All of them asserted that they were under institutional (supervisor) constraints.

As the data suggested, teachers preferred to teach in such a way that students could pass the test, since the learners' outcomes were of great importance for both the parents and language center. Therefore, they selected some actions in the class which best answers to this demand. The communicative ability of students and applying the learned English grammar was not measured in any test, neither mid-term nor final examination. Therefore, it was not valued by teachers, parents and learners nor even by the language center.

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The participant (Mahsa) believed that since English grammar is too difficult to understand, it is better to be taught in the native language. She added that if the learners can hardly understand it in their native language, definitely they cannot understand it in a foreign one (English language) as they do not understand the message of many words in English.

Researcher: "you mean grammatical words?"

Mahsa: No, I mean they don't know the words…..emmm… teachers use to explain a rule or even examples, and surely it includes grammatical idioms, too. If they are not able to understand the message of the terms, how they can understand the grammatical rules through English explanation?

Meaning plays an important role in the learning field. When learners hear or read something, they will forget if they do not know the meaning. Learning from communication activities is impossible without understanding. This is true for grammar. Students cannot apply the grammatical rules when they do not know the meaning and function of the components. According to Ur (1996), "grammar and meaning were interwoven; grammar does not only impact how units of language are composed in order to look right; it also affects their meaning" (p. 76). The majority of teachers agree with the view that it is too difficult to teach a language without knowledge of its structure and its functioning (Hedge, 2000).

Above all, the language learners can ask any questions, if they do not understand something. Most of the time, the learners do not ask the questions, because they are unable to make a correct sentence and convey their meaning. The researcher asked

Mahsa if she did a study regarding to this issue or not; she replied that her statements were based on her experiences.

It must be mentioned here that there were 41 intermediate level EFL students from same L1 background (Persian). The age of students ranged from 11 to 22 years old and they have been studying English for at least 7 years in some institutes as a foreign language. The level of students was important, because after finishing intermediate level, they could attend the grammar class and the language center identified their level. And they have also experienced different methods of teaching and learning a foreign language. All subjects participated in this study voluntarily; it means that the subjects were free to decline to answer any questions or they were able to drop out from the survey at any time they wished. All the cases were Iranian and spoke Persian as a first language and English as a foreign language. These subjects were chosen in order to support the data which was got from the three English language teachers.

4.5 Findings

The findings for each research question will be addressed in the following sub sections.

4.5.1 Research Question One

For answering research question one: "What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?" the selected teachers were interviewed and the data were derived from their answers of the first personal interview pre-observation (Appendix C). Following the scripted questions, I asked the selected teachers if they had any other comments to add to their answers.

The main purpose of research question one was "To find out selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar According to "Action Theory" --explained in chapter two-- teachers' beliefs are the words they use to explain what they think they do in the class (espoused theory). For this reason, I interviewed three selected English teachers.

The first three major themes "wasting of time", lack of motivation" and "boring" from interview data were derived from the teachers' answers to question items two, eight, nine and eleven of the first interview with the teachers pre-observation (Appendix C).

Table 4.2: Research Question One (What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?)

Theme	Frequency	Percent
Wasting of time	2	66.66
Lack of motivation	2	66.66
Boring	2	66.66

The first theme which emerged was "wasting of time". The interview findings revealed that two out of three English language teachers (66.66%) believed that grammar classes are very uninteresting for both teachers and students. Teachers just want to spend the time and students are not able to understand; for this reason, the class is not interesting enough to create motivation (66.66%, second theme) in learners. I asked Somayeh: "you mentioned that every class is useful for students. Now, you express that grammar class is wasting of time. Don't you think this is a paradox?"

I don't think so, I believe that every class is helpful (Herriman,1994; Hudson, 1998, 2001); I mean it is better than nothing, but it doesn't mean that every class must be interesting and be able to create motivation in students. When the researcher asked how you value English Grammar courses? Somayeh replied:

"I think it's helpful….anyway, all classes are useful, regardless of the subject and English grammar class is not an exception… it is better than nothing (laughing). But, generally speaking… we can say… grammar is a basis for language… you know… it is… mmmm...It...How can I say? ... It is very important… heart …. Yes… it is heart of a language…". On the other hand, Mahsa sated:

"Tedious… boring…. uninteresting and monotonous…. For students and teachers… both… especially if teaching is done in English… because language learners cannot understand at all and don't learn grammar… no creating motivation at all…. Students memorize some formula but cannot use them, I had this problem when I was a student, just wasting time, and it is something on nerve rather learning.

I hadn't enjoyed my grammar class when I was a student

Researcher: "how can you generalize your experiences as a student?"

Mahsa: "I think it is better you ask the students." and finally Raana expressed:

"I strongly agree, I think it is necessary for everybody, I mean… I mean, everybody needs to know grammar, the learners have to pass the grammar classes, no way, they must learn English grammar. I think grammar plays an important role in any languages… language without grammar means nothing, grammar is everything, and grammar is a center for every language. It is very excellent and I am proud that we are the only language center where held English grammar classes. It is very good, perhaps, the other language centers…. I mean, it causes the others think about it and do

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something….perhaps….mmmm… they think to held English grammar classes, most of the students or it is better I say language learners….I mean their weakness refers back to the grammar…they don't know grammar… actually nobody taught them English grammar. Otherwise, it is too simple...Teachers teach and the learners learn; that's all.

Interviewer: you mean that the problem refers back to the teachers?

Raana: "definitely, if the teachers teach the learners English grammar, they will be able to learn it and they will be able to communicate, it's very easy".

"So, if teachers don't teach English grammar, what are they doing in the class?"

"Ummmm…., I am not sure, but believe they try to teach, they don't know grammar themselves, I mean…..I mean they couldn't understand it completely, how can they teach something they haven't learned very well?"

"And what about you? You learned it very well?"

"Yah"

It seemed to be irritated, "thank you very much, ready for next question?

"Yes"

These two teachers assumed that English grammar class is very boring, uninteresting and monotonous (66.66%, third theme). Mahsa thought this course is not motivating at all. She referred to her experience when she was a student and expressed that she had not enjoyed the lesson. I asked her if she had generalized her attitudes toward other students. She did not answer directly and mentioned it was better to ask students. When the researcher asked Mahsa if she thought her students were satisfied with her method, she answered: "Yes, the students haven't complained so far, no one… almost always, they get top marks… sometimes, and all students pass the class (100%)".

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However, Raana said something else: " Well… it is obvious that this method is too difficult for students because they are not able to understand … I mean… they cannot understand all the points, mmmm especially, on the first days, but,…..finally, they will be able to understand,… and we must not forget that repetition plays an important role in using this method and if … if language learners tried enough, they will be successful.

Researcher: "are you sure that your students like this method?"

Raana: it is not important… never ever… it is important that they have to accept me and my teaching style whether they like it or not". And Somayeh explained as follows:

" Yes, of course, because it is in their mother tongue, it is easier for them to understand…. But… actually… they are not enough qualified to say something about teaching grammar". The previous question was led into the next one as:

Researcher: "Do you think your students like learning grammar generally?

Somayeh: I don't think so… because… because… grammar classes…in general… as you know…. Are boring and… not interesting… in fact… not only for students… but also for teachers… both of them wait to finish the class… actually… actually, they just want to spend the time… you know.. Spend the time… students are not able to understand… therefore, they don't have motivation…

Researcher: "you mentioned that every class is useful for students. Now, you express that grammar class is wasting of time. Don't you think this is paradox?"

Somayeh: "I don't think so, I believe that every class is helpful, I mean it is better than nothing, but it doesn't mean that every class must be interesting and be able to create motivation in students."

Mahsa: "No, they don't like, it is not an interesting class, I was not interested when I was a student, however, its better you ask the students".

Raana: "It is not important… language learners…or I say better, generally students cannot recognize what the best is for them. It is the teachers' responsibility to do this difficult job. If they don't like, who cares? Finally, they will understand, it is useful".

In addition, regarding lack of motivation, the language teachers blamed the learners. Somayeh thought that the real problem is the students, because they underestimate the importance of grammar. The most important thing for students and their parents and even for teachers is good mark, nothing else. And above all, the role of language teachers must not be forgotten, if they are able to teach effectively the problem will be solved; Raana clarified the statement and stated: "They don't know grammar themselves, I mean…..I mean they couldn't understand it completely, how can they teach something they haven't learned very well?" (Raana). They knew that there was a problem regarding to teaching/learning grammar, although, they were not able to find the root of the problem, in some cases, they accused language teachers, because of lack of enough grammatical knowledge and in other occasions, they put the blame on the learners.

Generally speaking, the language teachers supposed that grammar teaching is necessary and the language learners must know English grammar for communication (speaking and writing), the interview findings revealed that the selected English language teachers believed that grammar has a central role in the English grammar classes; but they also believed grammar must be taught inductively for instance, while

speaking. This suggests that the language teachers' beliefs regarding teaching grammar was quite positive. That is, the teachers normally assume teaching grammar seems quite significant, a finding that is also supported by other surveys (e.g., Borg, 2003, 2009; Burgess & Etherington, 2002; Ellis, 2006; Petraki & Hill, 2010), even though the problem is put on the teaching method. All three teachers pointed out that grammar is necessary for speaking fluently and knowing it helps students to improve all four skills very fast and it is considered a great aid to get high scores on all English examinations not just grammar tests and all the mentioned above is possible when the language learners can apply their grammar knowledge in a real context that unfortunately, the current teaching procedure of English grammar won't lead to this result. On the other hand, the three language teachers asserted that grammar related to communication; during the interview, it was revealed that lack of grammar results in inability in communication . All the selected subjects believed that grammar and being able to communicate is interwoven (100%). They expressed that all the problems, regarding to communication refers back to the lack of grammar knowledge. The researcher asked them one question spontaneously; "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomena?

 Mahsa replied that this is your duty to find the answer, I am just teaching them. But, Raana presumed that most of language teachers cannot teach well and Somayeh thought that the real problem is the students, because they underestimate the importance of grammar. The most important thing for students and their parents and even for teachers is good mark, nothing else.

For clarifying the relationship between communication and knowing grammar, the researcher rose the following question:

"How would you respond to the teacher who says that fluency in English is more important than knowing the rules?

Raana: "I think….. I think fluency and accuracy is together, you cannot separate them, they are …are meaningful together… it is impossible you can use the separately… I mean… how can I elaborate? I mean … if somebody tries to use them separately… they will be meaningless, useless... You get the point? It is better I give an example … (thinking) no...Consider... communication... it is related to grammar… you cannot to communicate with somebody without knowing grammatical rules. The students are not able to communicate because of lack of grammar knowledge. They don't know the grammar.

Researcher: "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomenon?"

Raana: "as I mentioned before, the problem refers back to the teachers."

Researcher: OK, but what does it mean if somebody can speak fluently?

Raana: it is very clear... It shows that he learns grammatical rules very well, fluency means knowing grammar… but, it must not be forgotten that grammar has another meaning too… and it is words….. Meaning… If you want to communicate, you need

words and grammars… and sometimes knowing grammar plays more important role comparing with words. While writing, if you have…you have… time you are able to …to manage it somehow…you write… go back and..And correct, mmmm….. Write again…. modify it….refer to…to…to…your grammar book…. check the sentences and…and….so on, but while speaking….. It ….it….seems impossible, you say a sentence and…and…. (Thinking)…..mmmm…. there is no place…no place…. to go back and…and…. correct your mistakes (deep breath)…I mean…. Knowing grammar and words are as important as each other.

Researcher: but, while speaking you can use body language? And above all there is immediate feedback from both sides during a conversation?

Raana: you are right, but you need to know grammar for using these techniques.

Mahsa: "Fluency and rules are the same.

Researcher: "Would you please explain?"

Mahsa: "It is too obvious and the obvious things don't need any proof."

Researcher: "But you told that English grammar class is like something on the nerve, for teachers and students both. It was so boring. How can you overestimate teaching/learning grammar and underestimate it at the same time?

Mahsa: "I … I mean…mmmm…. just English grammar class atmosphere, the way of teaching and learning style not knowing grammar itself." Language teachers must know all the language….. Approaches and methods completely ,...Then, they are able to choose the best among them".

Researcher: "would you please define the best?"

Mahsa: "The best method is the method through it teachers can teach effectively and learners can learn successfully.

Mahsa: "You know, the learners pass the test, it means ... doesn't mean that they learn. I think there is no relationship between passing the test and being able to apply the knowledge'.

Researcher: "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomenon?

Mahsa: "this is your duty to find the answer, I am just teaching them."

Somayeh: "Both of them are needed… like each other… no difference… if there is no grammar, communication will be impossible…they must be together…I think… no I am sure that all the problems are related to the grammar… you know… not grammar itself… not knowing grammar… not learning grammar… Researcher: Researcher: "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomenon?"

Somayeh: "I think… think the real problem is students…. because they underestimate…underestimate the importance of grammar…. You know… The most important thing for… (Thinking)…for students and…. For even… even…. their parents (emphasizing) and even for teachers (more emphasizing) is good mark … just good mark… and… nothing else.

Unfortunately, 33 out of 41 (80.48%) of language learners believed that learning grammar has not been useful yet, they couldn't write well and they were not able to speak grammatically. They believed that they used some structures they heard many times in speaking and writing. They were able just to use those structures who heard before rather the grammatical rules. On the other hand, 8 of 41 students (19.51%) stated that learning grammar is useful (forth theme). Teaching and learning grammar helped them in all skills. It was true that they are not able to apply their knowledge (fifth theme: no usage), but at least, they knew formula (8 out of 41; 19.51%).

In his latest article (2007), Krashen states that both learners and teachers are aware of deceiving themselves. They suppose that study of grammar is responsible for students' progress, but "in reality their progress is coming from the medium and not the message". In brief, Krashen believes that "language is acquired through use and often time means more than principles that are learned in the traditional sense".

Celce-Murcia (1991) expresses the importance of teaching grammar related to communicative purpose. The most important point is that the English teacher must understand the fact that linguistic accuracy is an important part of communicative competence, because it gives the ability that persons get meaning, "while communicating in a sociolinguistically appropriate manner" (p. 280).

All subjects believed that fluency means learning grammar and they asserted that if somebody can speak fluently, it shows that s/he knows grammar very well. In other words, they assumed that fluency is equal rules. Mahsa acknowledged the above statements and when the researcher asked the reason, she replied it was too obvious and the obvious things don't need any proof. The researcher reminded her to answer question item 2 of interview 1 (teachers) pre-observation (See appendix C), the teacher

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declared that English grammar class is like something on the nerve, for teachers and students both. It was so boring. How can you overestimate teaching/learning grammar and underestimate it at the same time? She justified that she meant just English grammar class atmosphere, the way of teaching and learning style not knowing grammar itself. answer the question 2.

Raana stated that knowing grammar was equal knowing words. If you wanted to communicate, you would need words and grammars and sometimes knowing grammar played more important role comparing with words. While writing, if you have time you are able to manage it somehow, you write, go back and correct, write again, modify it, refer to your grammar book, check the sentences and so on , but while speaking it seems impossible, you say a sentence and there is no place to go back and correct your mistakes. The researcher refused to accept her idea and pointed out the body language which can be used during a conversation is a very useful way to be understood. In addition, if misunderstanding occurs while speaking, both sides get immediate feedback and they can use other techniques like explanation, exemplifying and more. Raana accepted the researcher's statement but notify that using these techniques needs knowing grammar, too.

4.5.1.1 General Conclusion for Research Question One

As the interview data revealed, the selected language teachers don't exactly know what their position is regarding to teaching/learning grammar. They declared paradoxical statements. The teachers definitely know that knowing grammar is important, but most of them described grammar class as boring. The data showed that the significance of teaching/learning grammar was obvious to them. Today, the majority of teachers recognize the importance of grammar and they are involved in

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teaching it. Therefore, the number of indifferent teachers has remarkably decreased (Thornbury, 1999).

The interesting point revealed by interview data was that teachers believed that the major problem stemmed from grammar courses. Grammar classes are very boring, for both instructors and pupils. Instructors just want to spend the time and students are not able to understand; for this reason, class is not interesting enough to create motivation in learners.

Some researchers presume that grammar instruction is a waste of time. The central point is that they presume that the learning of grammar is neither necessary nor sufficient for learning a language which is supposed to lead to its use (Newmark, 1979).

4.5.1.2 Implications for Research Question One

For finding out the selected teachers' beliefs about teaching grammar, an interview was conducted. Two out of three English language teachers (66.66%) believed that teaching grammar is a waste of time; in other words, their beliefs were negative and it would affect their teaching and their students. According to Fazio and Zanna (1981), a person's belief has a direct effect on his behaviour. In this case, the teachers must be informed and convinced of the importance of teaching grammar, deductively or inductively, because if there is no harmony between belief and practice, the effective result won't be achieved (Action Theory), the teachers need to accept that their current grammar class are useful or they have to change their classes to other ones. The

researcher introduced them to some related papers, articles and books in order that they would get new insight for teaching grammar.

4.5.2 Research Question Two

For answering research question two: "What are the current classroom practices of teaching grammar?" the researcher did some personal and group interviews and class observations.

Since the main intent of research question two was "To discover what the current classroom practices of teaching grammar are", language teachers were interviewed and the data was derived from their answers of the personal interview (teachers) pre-observation (Appendix C) and post-observation and group interview (teachers) pre-observation (Appendix B) and also class observations. Again, according to "Action Theory" --explained in chapter two-- teachers' beliefs are the words they use to explain what they think they do in the class (espoused theory). For this reason, I interviewed three selected English teachers before observation.

The next three major themes "applying, discussion, writing and reviewing" from interview data were derived from the teachers' answers to question items three and four of the teachers pre-observation interview (Appendix C) and question item seven, of the teachers group pre-observation interview (Appendix B) and also the class observations.

Table 4.3: Research Question Two *(*What are the current classroom practices of teaching grammar?)

Theme	Frequency	Percent
Applying	3	100
Discussion	3	100
Writing	3	100
Reviewing (Repetition)	3	100

The first major theme emerging from the interview data and literature review was "applying". All three language teachers (100%) believed that they asked their students to apply grammatical rules after teaching. They did so because they wanted to be sure that the language learners understood and learned it very well.

Researcher: "you think that your style helps the learners to learn how to apply the grammatical rules which are learned in the class?"

Somayeh: well, yes… if the rules are repeated, it is obvious the learners will learn them.

Learning grammar is vital. Nevertheless, just acquisition of grammar is not sufficient. Pupils need to have the ability to create descriptive linguistics constructions, and also they need to have the ability to apply them meaningfully and suitably as well (Mirzaee & Fatemipour, 2000). In other words, they must be able to apply their knowledge. According to online dictionary, apply is defined as "to put to use especially for a particular purpose, to bring into action". It means that

students must be able to use their learned knowledge in different situations. If they need to write a formal letter, for example, they must be able to apply their learned grammatical rules in their writing. Thence, the knowledge of usage grammatical constructs is as essential as learning grammar, however, the observation revealed that the real applying was not done in the class. One session of Raana's class is given as an example:

It was the third session; the lesson was about countable and uncountable nouns. All the time, the teacher explained the rules in English, language learners (15 students) were silent; after finishing the lesson, they didn't ask any questions, while answering the question on their books, they talked together so much and they exchanged their books a lot of times. They answered the majority of questions correctly, but it seemed that they didn't get the point precisely. I asked them to talk with me after class; five of them were ready to talk. They told me they had not understood that lesson; nothing at all, they asserted they didn't know how they must ask in question their ambiguities. They told they had always problem in countable and uncountable nouns. All of them agreed if teaching were not done in English, they could understand better. Regarding this matter, Mahsa explained:

Mahsa:"I use teachers' guides; I follow its instructions and I follow supervisors' suggestions…. But… you promised me that my interview will keep as top secret yes?

Researcher: "yes, be sure"

I believe that since English grammar is too difficult to understand, it is better to be taught in native language… (Hesitation)…… learners can hardly understand it in

native, definitely, they cannot understand it in a foreign ……….They can't understand the message of many terms

Researcher: "you mean grammatical words?"

Mahsa: "no, I mean they don't know the words…..emmm… teachers use to explain a rule or even examples, and surely it includes grammatical idioms, too. If they are not able to get the massage of the terms, how they can understand the grammatical rules through English explanation?"

The interview findings revealed the second major theme for research question two "Discussion". All the selected participants believed that discussion was done in every English grammar class (100%) and students and teachers both participated actively. This kind of discussion was done for correcting the language learners' mistakes, clarifying the ambiguous parts and giving more explanations and examples for some grammatical points need more demonstrations.

The third major theme for research question two was writing, which emerged from the interview data. All three teachers pointed out the language learners must apply the grammatical points in the class and after class as homework in some writing exercises. When the researcher minded them writing was not just filling the blanks, or changing some active to passive or etc, they refused to accept it and stated that these activities were part of writing.

The last major theme found by the interviews was Reviewing (Repetition); three language teachers supposed the language learners would review and repeat at home something they learned in the class while doing their homework. When the researcher asked them if there was any possibility to use answer key or copy from their friends, they didn't seem very sure to reject that hypothesis. Generally, during the interview, Raana answered the question what instructional activities you use in teaching Grammar; as follows:

"I exactly use Audio-Lingual Method; I think this method is the correct method for teaching grammar and according to rule of the language center, we must not speak Persian in the class at all… not a word… I speak English all the time and I believe it is not important that language learners are able to understand or not because… because someday they will be able to understand and learn… now... Now the most important thing is … I mean… I must follow the rule of language center... If all the teachers do their best, at last the learners will be able to understand and learn all their lessons in English and finally… they will be able to talk English I mean students..... If teachers try to teach English grammar in English, the learners will use to it and learn it easily… I use all activities mentioned in Teachers'' Guides."

Regarding this matter, Somayeh stated:

I used teachers' guides in the class most of the time… but... you know… generally… I used Grammar-Translation Method activities and… in addition I use deductive method but according to Grammar-Translation Method… I explained the most difficult points in Persian…I use standard syllabus in the class.

The observation revealed that the selected language teachers just chose some techniques of the mentioned methods; Somayeh said she used Grammar-Translation method in the class, this is one session of her class:

It was eighth session; today lesson was about the future tenses. Before class i talked with the teacher and asked her if she had any experiences for teaching this part, since many Iranian had problem using these tenses (will, to be going to, present continuous), the most common word has been used for showing future is "will" and sometimes " to be going to" but present continuous for future are used seldom. She believed that after some years and more practices, the language learners were able to apply it. The class was as usual, English, examples, Persian, doing some exercises by students. After class, I talked with some language learners, they were not sure about understanding the lesson and they wanted first to do their homework, after that they could say understand or not.

The next one is another observation of her class:

It was the sixteenth session; all the time, the teacher was teaching very fast without doing any exercises from the book. The language learners were taking notes and copying from the blackboard. After class, I talked with all students in group form, because the grammar was being taught in Persian, they were very satisfied. The students declared that they could understand the English concepts very excellent. They also said teaching English helped them to be familiar with grammar concepts. They added if did not understand some concepts in English; they could learn it while teaching in Persian. In this way, they could learn the meaning of words as well. The students did not pay attention to lesson during English teaching, because they were sure that teacher would teach the lesson in Persian as well. The teacher believed that

the main objective of teaching is learning so it does not matter in English or Persian. She added the subject should be taught in Persian if it were learned well enough. Somayeh declared that if the students could learn totally, they could apply the grammatical rules properly in future.

The other observations are related to Raana class; she stressed that she used Audio-Lingual Method in her class; Raana "I exactly use Audio-Lingual Method; I think there is no special method for teaching grammar but among the current approaches, the best method for teaching grammar is Audio-Lingual Method and I use just this method in the class."

Here is one session of her class observation; it was eighth session, today lesson was about Present Perfect, the teacher started teaching as usual. The students had problem in "present prefect tense". It seemed that students could not understand the concept of PP. After class, I talked to the teacher and students about PP, the students were mixed up PP because in Persian like this means past tense while in English it means present. They also could not recognize the application of it. The teacher said that they can learn it when they used frequently; but the students were disagree. They remarked they do not feel safe for learning and they cannot rely on future. It was not important for teacher to making students' trust. One of the students said that she needs the information in present time in order to entrance exam for university and final exam and maybe she would not need to speak correctly in future.

And the other session; it was thirteen session; Today lesson was "used to" and imperative sentences. With the second part, the language learners didn't have any problems , but regarding used to, they seemed confused especially when the wanted to

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use it in negative or question form, almost always they forgot to delete "ed", several times, the teacher reminded them, but they would repeat it again and again. The teacher had to use an analogy, she compared "used to "with past sentences when they wanted to change to question form or make it negative and said as you deletes "ed" when you had "did", you must delete "ed" of used to. Finally, they learned the changes, but they were not sure when they could use it.

As it can be seen, the four mentioned themes, applying, discussion, writing and reviewing (repeating) have not been the part of the classes; the data of interview and observation didn't support each other; in other words, there was not congruence between beliefs and practices of the selected language teachers.

4.5.2.1 General Conclusion for Research Question Two

Unfortunately, the observation revealed that the language teachers' action in the class were not compatible with their statements in the interview. There was no applying in the class; the language learners didn't use the learned materials in a conversation or a context near real one. The discussion was limited to asking some questions in some cases, not always in English, sometimes in Persian, and just one student asked a question and the teacher answered, meanwhile other students were listening or at least, it seems they were listening. And there was no paragraph or essay writing, just doing several exercises which were a part of that lesson and in the instruction, it was clearly mentioned that what the students must do, for example, fill in the blanks with present continuous or change the active sentences into the passive one. The data showed that the teachers have the authority to choose their methods of teaching, however, all of them required to cover the same textbooks and prepare the language learners for the same final exam. The supervisor dictated all the decisions regarding the textbooks

selection and exam questions, but not much control was exerted on teaching methodology. In fact, teachers decided about the real actions in the class and it must not be forgotten here the most important role in teaching and learning fields are generally played by teachers.

Argyris and Schön (1984) innovated the "Action Theory" related to this content. They considered that each individual has a mental map in their minds. However, they are not aware of it, they perform based on it; the mental map leads their actions instead of the theories they insist on to believe (Argyris, 1980). The Action Theory splits up theory into two parts: espoused theory and theory in use. If someone is requested to explain his action under definite conditions, he justifies his actions based on the espoused theory. Nonetheless, all individuals behave based on the theory in use. Sometimes, there is not any compatibility between two theories and persons are not aware of it (Argyris & Schön, 1974).

Argyris (1990) pointed out it is not possible to know someone's theory in use by asking him. The only way of understanding someone's theory in use is by observing his actual behaviours, because, theory in use governs the person's behaviours. For this reason, in order to answer research question two, the researcher decided to observe the classes of three selected English teachers after the interview.

For supporting the claim that the language teachers' action in the class were not compatible with their statements in the interview, 37 students out of 41 students did a group interview; the researcher did some group interviews, because the language learners refused to be interviewed separately; and they repeatedly mentioned to their

"inability". They stated that they were not able to understand their teachers' lectures while speaking English. The researcher asked them what they did in case of not understanding. They replied they used some books in their mother tongue, asking from their friends and they tried to translate their text of their books. The language learners confessed that they didn't listens to the teachers most of the time in the class. They listened just while the teachers used Persian language or read from the books. It must be mentioned that most language learners, that is, 34 students out of 41 (82.92%) hesitated to answer the questions. It seemed that they were scared. They did not want to evaluate the quality of their classes and their teaching methods. After being assured that, their statements would be kept like a top secret and taking away the tape record, they accepted to talk. But, they asked the researcher would not reveal any personal information about them like their age, class and teachers' name. To be confidential, the researcher just showed the general information; 33 out of 41 language learners (80.48%) believed that they memorize the rules, if they memorized the rules and were able to remember them in the grammar test; it would mean they had learned (the sixth theme). But, they also had problem while taking a test; if there were a sign (grammatical sign like NOW for present continuance) they would able to answer the question, otherwise, they wouldn't; however, they used their memorized rules in any cases. They could just find the right answers, but they didn't know why this item was correct not the other ones. Above all, they didn't have any chances in the class to apply their knowledge-grammatical rules- in speaking or writing. They didn't speak in the class, their speech was just limited to asking some questions if they had. And writing was done in the form of paragraph or essay writing; just filling the blanks and changing the sentences even they had problem for doing these actions. The language

learners confessed that they were not able to express clearly when they had a problem and wanted to ask a question from their teacher.

After mid-term exam, the researcher talked to the language learners; they thought that the exam was too tough for them. One of the language learners suggested that if they answered one question in each part as a sample same as whatever the teacher did in the class, or if the instruction explained clearly what the language learners should do exactly or which tenses they should use; the students could recognize the point easily. Most of the language learners had problem with application of tenses. In other words, they didn't know which tense they should use. Most of the language learners declared that they translated the sentences first and then they used the correct verb according to the translation. Since, some of the structures are different in two languages (Persian and English); so, they had problem for choosing the correct tense. Another problem was that they didn't know the translation of all sentences.

4.5.2.2 Implications for Research Question Two

The interview and observation data proved that "The Action Theory" was correct. The Action theory was modified for this study as follows:

Language Teachers' beliefs

Congruence

The actual teaching method

Governing variables ———► effective teaching ———► learning
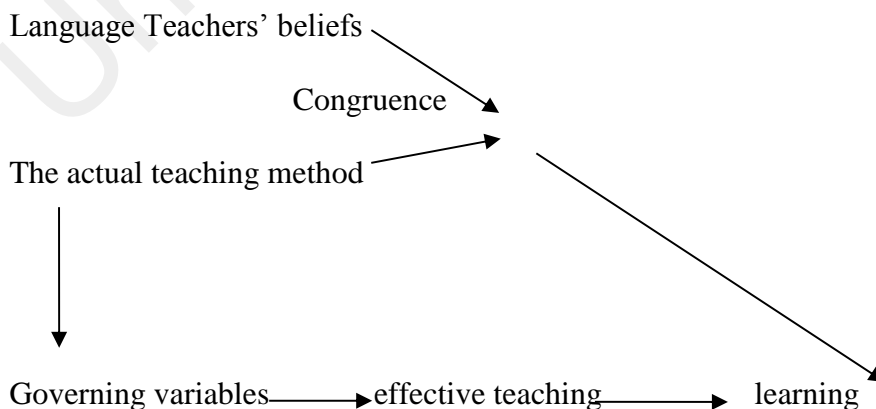
Figure 4.1. Theory and its relationship to effective teaching.

Teachers' beliefs were the words they used to explain what they thought they did in the class (espoused theory). Their actual behaviour-method used in the class was theory in use which may or not be the same as their espoused theory. The present study aimed to compare these two theories, in case of difference; the correction would be needed to put both theories in line.

In the main, it is possible to be ended that there was no harmony between their espoused theory and theory in use. They were not conscious that their espoused theory was not the same as their theory in use. They accepted something, but they did the other thing in the class. Thence, they were unable to acquire effectual results. Argyris (1980) stressed that if espoused theory and theory in use are aligned, the effectiveness will increase. The present study wanted to generate awareness in the teachers in order for them to create congruence between what they say they believe and their performance in the teaching field in case of inconsistency.

According to the theory of action (Argyris & Schön, 1984) the compatibility between belief and practice is very important. To help the teachers align their beliefs with practice I introduced them to some related papers, articles and books in order that they would get new insight for teaching grammar.

As mentioned before, for best results, the espoused theory and theory in use must be congruent. Since the selected language teachers were not conscious that their espoused theory was not the same as their theory in use, they should be informed. For this reason, the interview data and observation data were provided for member

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checking, while the differences between their statements (during interview) and performances in the class (during observation) were highlighted by the researcher.

I gently reminded them of these differences and explained to them

"The Action Theory". They were not familiar with this theory, and all of them became interested and asked for some books to study. Since this theory can be applicable in all parts of human life, they wanted to know more details. Finally, they mentioned that they would try to consider "The Action Theory" in all of their behaviours and try to inform the other persons, such as other teachers and especially their students.

In general, Action Theory is useful in every aspect of human lives; if people want to obtain the best results, the espoused theory and theory in use must be congruence; otherwise, the best results won't be obtained.; however, the emphasis of the present survey is on the teaching English Grammar not all aspects of human lives.

Teaching English grammar can be done trough different methods as it was mentioned in review of literature and if these teaching methods are modern ones, it can help to the learners to solve inert knowledge problem(mentioned in Review of Literature; stressed by Larsen-Freeman);but the point is that the congruence between beliefs and practice will be important first because of obtaining the best result, here is learning and second when teachers use modern methods in the class which results in not only learning but also applying the learned knowledge out of the class. The modern methods have many activities which involve the language learners to participate actively in these tasks (Arnett et al., 2008; Pishghadam et al.,

2011), that is, these methods are learner-center or learner-based. If teachers' belief is to use one of these modern methods in the class, the attention must be given to the practice, that is, the teachers must follow the exact activities of the method not just some of them. In this situation, the best result will be obtained, if and only if the beliefs and practice are the same. Unfortunately, in the present study, the selected language teachers did not choose the modern methods for teaching English Grammar, and the worst point was that their practice and beliefs for these traditional methods was not parallel. Two major issue had to be done; first they must be informed the benefits of choosing a modern method (helping to solve inert knowledge problem) and second their beliefs and practice must be congruence for obtaining the best result (based on the Action Theory), that is, they must exactly follow the method, its procedure and its activities; because there is a theory of language and a theory of learning behind every modern method (as it mentioned in the Review of Literature), it seems that these two theories help the language learners to learn effectively;namely, they can apply something they learn in the class out of the class, they must be able to transfer their knowledge in the real contexts. For this reason, the congruence between beliefs and practice is very important and necessary.

4.5.3 Research Question Three

For answering research question three: "What influences the selected teachers' choice of methods/techniques?" The researcher conducted personal interviews (pre- and post observation) with three English language teachers.

Since the main intent of research question three was "To explore what influences the selected teachers' choice of methods/techniques", the selected language

teachers were interviewed and the data were derived from their answers of the personal interviews pre-observation (Appendix C).

Four major themes "accepted internationally", "experience", "being successful" and "being expert" were derived from the teachers' answers to question items four through seven and 10 of the pre-observation interview (Appendix C).

Table 4.4 Research Question Three (What influences the selected teachers' choice of methods/techniques?)

Theme	Frequency	Percent
Accepted Internationally	1	33.33
Experience	3	100
Being Successful	3	100
Being Expert	3	100

Raana's personal opinion was that Audio-lingual Method was too successful (third major theme: being successful). She stated"

Mmmm…. Because…. Well… I used to this method…. I have been teaching from... used it from the first day and I think…. I am good …if not say master at this method… have many experiences… but at least I am expert in this method, I think… it is the best method for teaching grammar…. And above all … Audio-Lingual Method has been using all of the worlds for many years and the results have been accepted…. But … I… personally think or believe that Audio-lingual Method was successful, too…. Because, when I was a language learner, most of the teachers used this method

When she was a language learner, most of the teachers used this method, she expressed she had enough experience (second major theme: experience) to teach via this method and above all, she was an expert (forth major theme: being expert) in this method, because from the first day of teaching, she has been using this method. When the researcher asked her about changing the method, she replied she would never do it, because it was internationally accepted (first Theme), it might be difficult for students because they could not understand all the points, especially, on the first days, but, finally, they would be able to understand. She stressed that repetition plays an important role in using this method and if language learners tried enough, they would be successful. The researcher asked if she were sure that her students liked this method or not? She believed that the language learners were not qualified to state their opinion about teaching grammar.

Somayeh believed that she was completely familiar with this method (Grammar-Translation Method) and knew everything about it (forth major theme: being expert), therefore, it was easier to teach via this method. She thought her students could understand better through her style (explaining in English & Persian). Somayeh expressed that using both languages in class has some advantages; the language learners learn grammatical terms while explaining in English and they are able to fully understand the rule, while explaining in Persian. She presumed that this mixture would result in being able to apply the rule. When the researcher asked her if she had done any researches regarding her statement, she referred to her experiences (second major theme) and described her situation as a language learner. When she was a student, her favorite language teacher used this style (using both languages) and via this style, she could learn the grammatical rules and apply them; for this reason, she believed that the

style would be successful (third major theme) and above all, nobody has complained yet. Like Raana, she believed that the language learners were not qualified to state their opinion about teaching grammar. She explained:

"I am completely familiar with this method and… I think… I know everything about it…I think... you know… because… because I am very familiar I can teach easier via this method and… and… as a result, language learners are able to understand better and so learn faster and… and… better… via this method… because … because of my familiarity… and you know for this reason I use my own style… I…I use both languages... In the class… the students are able to learn grammatical terms in addition of understanding completely… this style helps the learners will be able to apply their knowledge…"

Mahsa thought that language teachers must know all the language approaches and methods completely (forth major theme: being expert). Then, they are able to choose the best among them. For choosing among the different methods, she believed: " The situation of the class… mmmm students…. The situation of the working…. It is not very under control… it differs up to the different situations."

The researcher asked her to define "the best". She replied the best method is the method through which teachers can teach effectively and learners can learn successfully. She defined successfully as follows:

"You know, the learners pass the test, it means ... doesn't mean that they learn. I think there is no relationship between passing the test and being able to apply the knowledge'.

She continued that the best method has been chosen by the teacher; teachers must consider the age, proficiency level, goal and some other things, then, they can choose the best one. Maybe, language teachers have to mix some methods together. From the first day of her teaching, she has been teaching via the eclectic approach and according to her teaching experiences (second major theme: experience) she knows it will work (third major theme: being successful). She stated that the situation of class influences the teacher in her choice of approaches in teaching grammar. The researcher asked her; "therefore, the students' opinions are important to you for choosing the approach?"

"The students are important, but not their opinions, but their age, proficiency and...

"What do you do if notice your students prefer another teaching method?"

"I have never thought it;"

"Now, please think."

"They don't have enough experience to choose something, anything. I mean they are not able to..... able to help their teachers. And in addition, I teach according to teachers' guide." (Insisting on something which is not true).

4.5.3.1 General Conclusion for Research Question Three

The interview data revealed that all three participants (100%), used their experiences in their teaching. They refused to change the method of teaching, because their experiences played a very important role.

Larsen-Freeman (1998) considered that instructors teach by referring to their experiences in the class as students instead of their knowledge. Larsen-Freeman pointed out "experience is the just actual reference point teachers share: experiences as students that influence their views of teaching, experiences in professional preparation, and experience as members of society" (p. 10).

The analysis of the interview and observation data showed that the role of teachers is very significant in choosing the method of teaching. As mentioned before, teaching methodology plays a fundamental role in creating the inert knowledge problem (Larsen-Freeman, 2008). Teaching is carried out by methods/techniques, and these methods/techniques stemmed from a theory. A very important role in selecting the methods and techniques for teaching grammar is played by the teachers (Dadvand & Azimi, 2009). Kumaravadivelu (2003) points out "it is mostly agreed that teachers' classroom practice is directly or indirectly based on some theory".

However, it can be concluded that the selected language teachers taught according to their understanding. They used some teaching methods and activities that they thought they were completely familiar with them, in other words, they were experts in the selected method.

Kumaravadivelu (2003) also presumes instruction is a personal action. Teachers pick out the way of grammar instruction based on their experiences, level of the pupils' competency and materials. Thence, the chance of doing wrongs is high.

Larsen-Freeman (2007) points out instructors teach subjects based on their perceptive. If teachers see grammar as "a static set of rules", they will teach in a static manner, that is, provides the rule and ask students apply it. Actually, this does not help learners to solve the inert knowledge problem (as mentioned in chapter two). The language learners mentioned in some classes they had to answer the question (doing some exercise after teaching), they just focused on the same exercise; namely, they didn't pay attention to what was going in the class, they tried to find the correct answer. The researcher asked them what would happen if they couldn't answer correctly. They didn't know the exact reason, but they preferred to find the correct answer. According to Larsen-Freeman (2001), learners are responsible for learning. From the psychological viewpoint, learners' motivation is considered very important in learning (Vossughi, 200). If students are motivated and eager to learn, learning will take place (Bada, et, al, 2000; Dadvand & Azimi, 2009). The motivation highly depends on the teaching methods/techniques in the field of learning a foreign language (Bo, et, al, 2012; Mahmood, 2007).

4.5.3.2 Implications for Research Question Three

Larsen-Freeman (2007) believed that different teaching methodologies have different advantages. She stresses that new methods address the inert language problem better, because they involve learners to use language from the first, rather than teaching about language and hope someday the learners can use it. If teachers use traditional methods in the class, they must be informed. Since two out of three teachers used traditional methods (Grammar-Translation Method and Audio-Lingual Method), they must be informed about the inert knowledge problem. For this reason, the researcher explained to them and gave them an article from Larsen-Freeman regarding this issue.

4.5.4. Research Question Four

For answering the research question four: "What are the selected teachers' suggestions to improve their English grammar teaching?" the researcher did some group interviews (pre- and post observation) and personal interviews (pre- and post observation) with three selected English language teachers.

Since the main purpose of research question four was " what the selected teachers' suggestions to improve their English grammar teaching are", language teachers were interviewed and the data were derived from their answers of the personal interviews conducted pre-observation (Appendix C) and group interviews (pre- and post observation) (Appendix B).

Four major themes "using native language", "using code switching", "using standard syllabus " and "using one of language teaching approaches" were derived from the teachers' answers to question items 8, 9, 13 and 14 of the pre-observation interview (Appendix B) and question items 8 and 9 of the pre (Appendix C) and post observation group interviews.

Table 4.5 Research Question Four (What are the selected teachers' suggestions to improve their English grammar teaching?)

Theme	Frequency	Percent
Using native language	1	33.33
Using code switching	1	33.33
Using standard syllabus	3	100
Using one of language teaching approaches	3	100

The first theme was "using native language"; the subject (Mahsa) believed that since English grammar is too difficult to understand, it is better to be taught in ones native language. She added the learners can hardly understand it in the native language, definitely, they cannot understand it in a foreign language. They don't understand the meaning of many terms:

Researcher: "you mean grammatical words?"

Mahsa: "no, I mean they don't know the words…..emmm… teachers use to explain a rule or even examples, and surely it includes grammatical idioms, too. If they are not able to understand the meaning of the words, how they can understand the grammatical rules through English explanation?"

On the other hand, the language learners, namely, 37 out of 41 language learners (90.24) agreed English grammar to be taught in their mother tongue (Persian) (second theme: native language). They stated that they couldn't understand the lesson and if they had any questions, they couldn't ask them; they had to write the question, read it several times, showed to their classmates, memorized it and then asked the teacher. But, after all, they were not able to understand all the explanation given by teacher. Segal (2001) gives a very obvious reason for using the learner's mother tongue; you cannot find any infants, anywhere on the earth, starting to speak before comprehension. He generalized this as true for the language learners and stated that if students understand the lesson, they can learn it and are able to use it later.

Meaning plays an important role in the learning field. When learners hear or read something, they will forget if they do not know the meaning. Learning from communication activities is impossible without understanding. This is true about grammar. Students cannot apply the grammatical rules; while they do not know the

meaning and function of the components. According to Ur (1996), "grammar and meaning were interwoven; grammar does not only impact how units of language are united in order to look right; it also affects their meaning" (p. 76). The majority of teachers agree with the view that it is too difficult to teach a language without knowledge of its structure and its functioning (Hedge, 2000).

And above all, the language learners cannot ask any questions, if they don't understand something. Most of the time, the learners do not ask questions, because they are unable to make a correct sentence and convey their meaning. The researcher asked her if she did a study regarding to this issue or not; she replied that her statements were based on her experiences (Mahsa).

When there is a monolingual class, using the native language is surely convincing (in the mentioned language center of the study, all of the teachers, staff and students were native). There are many reasons for using the mother tongue; first of all, it is time-saving. When students have problems in doing specific activities or there are some complex tasks, using ones native language seems reasonable for troubleshooting or giving instruction, since comprehension is the main goal (Atkinson, 1987).

Pond (1940) showed the positive effect of using the mother tongue in the class; some teachers, who stress to use the target language non-stop in the class, just waste their time and students' time. The progress is slowed down while speaking a foreign language. Is it possible for them to cover all the required subjects in English? And, the most significant point is that learning to speak a foreign language is not worthwhile when the learners do not have the chance to use it outside the class.

Atkinson (1987) believed that the best way for teaching grammar is using native language, since teachers can take advantage of comparing the two-language structures. If they run into trouble, teachers can illustrate through the students' native language. For instance, when the teacher wants to teach present tense in English, providing some instances from learners' native language seems very helpful. Through this linking, learners can thoroughly understand how present tenses work in English.

There are many similarities among languages; therefore, using mother tongue is possible for teaching English grammar. Chomsky (1987) stated this fact: "Knowledge of language is often described as a capacity to do so-and-so….the state of knowledge attained is properly characterized as a system of rules..." (pp. 32-33). He went on: "…all members of the human species share a certain cognitive structure ….This structure we may consider to be the initial state of mind" (p. 34). He believed in a universal grammar and stated: "the term universal grammar (UG) is commonly used to refer to the initial state….Another term often used interchangeably with UG is language acquisition device (LAD)" (p. 34).

 But Raana did not agree to use native language in the class and said: "it is not important if the language learners cannot understand the lesson, generally students cannot recognize what the best is for them. It is the teachers' responsibility to do this difficult job. If they don't like, who cares? Finally, they will understand, it is useful."

The second major theme regarding research question four was "using code switching" which was revealed from the interview data. Somayeh believed that she used this style during her grammar class. In addition, she insisted on using the teachers' guide and generally, Grammar Translation. She told the researcher "I used deductive method,

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according to G.T. sometimes, I explained the most difficult points in Persian (native language)".

But, observation revealed the truth; she used deductive approach, but she did not use "Code Switching". Code switching is using translation whenever it is needed (Nikolayev, 2000). But, Somayeh taught as follows:

First, she explained the rules, gave example and asked the students to do two or three exercises related to the rule. All the mentioned tasks were done in English. Then, she started to teach in Persian as if it was the first time; the grammatical rule would be explained. She actually translated the materials rather than using code switching.

Here is one of her class observations:

It was fifth session; I talked to the teacher before the class; she believed that today lesson was easy for teaching (pp. 37-45); because the language learners have already learned this part at school. So they would not have any problems in the class, because of having extra time, the teacher wanted to give them spelling test. I asked her "no need to say students before dictation" she replied that in this way she could measure students' knowledge and no need to record their scores. As usual, she wrote every formula on the board and explained them in English and Persian with some examples. The language learners didn't pay any attention to the teacher even while speaking Persian. It was obvious that their minds were not there at all. Unlike the teacher's prediction, there was not extra time because the mother of one of the language learners came to the class and interrupted the class unexpectedly. When the teacher was talking to her I started to interview with the language learners. They were positive about this lesson but they said they did not need to review the formulas because they knew what they were and they said it was boring to study these formulas all the time. They all

wanted to know how to apply these formulas in sentences and in conversations. They declared that learning grammar in this way was not useful and knowing the correct sentences were enough and the important thing was that when they should apply these sentences. When I asked them how they didn't know that.

It is too difficult to stay entirely in the target language in the class because there are many complicated activities that need detailed explanations. The choice is limited to two: teachers can use the normal way and provide a simple explanation which will be boring and not interesting and they can explain to some extent something difficult and interesting but definitely it must be done in the students' native language. It is just a matter of choice (Viney, 2004).

Using native language in the class is acceptable. It is helpful in learning content. Teachers can use the learners' native language to give further explanation. They can expand the material through the students' mother tongue which is presented earlier. By considering the ability of students in reading and writing their native language, materials can be provided in written form (Zehler, 1994).

While observing Somayeh's class, I noticed when the teacher was teaching in English, the language learners did not listen carefully, but, when she was teaching in Persian, they listened very carefully and took some notes. After the second session of class observation, I talked with four students; all of them wanted to be taught in their native language and confessed while being taught in Persian, they just listened and learned and they did not need to be taught in English. I suggested that they listen to the lesson while being taught in English and then tell me their opinions. Two of them strongly

believed that learning grammar would not be helpful and they were never able to use the materials they learned in the class so far. They could not write or speak based on learned grammar; otherwise, they were able to apply some sentences which are heard frequently. One of them agreed with teaching and learning grammar; she believed that it would be helpful some day and the last language learner was indifferent.

When I interviewed Somayeh after observing her class and asked her the reason for teaching in two languages, she replied that she had to teach in English because of the language center's English-only policy but, since she was unsure that the learners could understand the grammatical points thoroughly, she also explained it in Persian. She asked, "Did you notice that while teaching in English, the learners didn't listen to you?" She refused to accept my opinions.

The next major theme derived from the interview was "using standard syllabus". All the selected language teachers (100%) expressed that they used a standard syllabus in the class, since they taught according to the teachers' guides. However, the observation revealed that there is a difference between belief and practice. Argyris and Schön (1984) presented the "Action Theory" relating to this point. They accept that everybody has a mental map in their minds. However, they are not aware of it, they preform base on it; the mental map controls their actions rather the theories they insist to accept (Argyris, 1980). The Action Theory splits up theory into two phases: espoused theory and theory in use. If people are asked about their activities under definite conditions, they state their actions based on the espoused theory. Notwithstanding, all individuals act based on the theory in use. Sometimes, there is not any harmony between two theories and persons are not aware of it (Argyris & Schön,

1974). According to Argyris (1980), the best result can be gained in case of congruence between espoused theory and theory in use.

In this study, there was no harmony between the teachers' espoused theory and theory in use. They were unaware that their espoused theory was not congruent as their theory in use. They accept something, but they did the other thing in the class. Thence, they could not acquire effectual results. Argyris (1980) stressed that effectiveness will increase if the espoused theory and theory in use are aligned. The present study wants to generate awareness in the teachers in order that they create congruence between what they say they believe and their performances in the teaching field in case of inconsistency.

Here is one observation session, Somayeh class, twelfth session: The subject for teaching was passive sentences. Most of the time, the teacher was talking in Persian. She taught in English briefly (just a few sentences): and continued important points in Persian. Apparently, the language learners did not have any problems about comprehension: but some of them had problems applying present continuuous tenses (it was not a lesson in their book, but the teacher taught it; when I asked her after class, replied because of more clarity). It seemed that they compared their mother tongue to English language. After class, I interviewed two language learners; and asked them about the idea. They approved my hypothesis and said that they were always doing that; but did not think about this issue before. Apparently, they were unconsciously searching the relationship. I talked to the teacher about it. She said that it was difficult to make relationship between English and Persian for every grammar points. It is possible in some cases. But most of the time, it was difficult and sometimes not possible. If this kind of teaching method was supposed to be chosen, the supervisor

must develop it in such a way the similarities between two languages would be highlighted.

The last major theme was "using one of language teaching approaches'. Three out of three language teachers (100%) believed that they taught English grammar by referring to one of the language teaching approaches and their class activities were based on the selected approaches.

Generally, Raana believed that there is no special method for teaching grammar, but she expressed that among the current approaches, the best method for teaching grammar is Audio-Lingual and she used just this method in the class. Observation data revealed that she tried to teach grammar according to AL Method in her own style. She taught grammar deductively; she explained the rules, but according to Larsen-Freeman (1992); "grammar is induced from the examples given, explicit grammar rules are not provided" (p. 45). In the Audio-Lingual Method, there is no explanation about the rules. New structures are presented in a dialog. Learners must induce grammatical rules from the examples and the structures containing examples are sequentially presented. Generally, grammar is taught inductively (Celce-Murcia, 1991; Larsen- Freeman, 1992).

After finishing the explanation and writing some examples on the board, Raana gave time to students to answer some of the exercises and when time was over, they checked the answers together (teacher and students), while in Audio-Lingual Method, practice must be done through imitation and repetition.

When Raana gave time to students to do some exercises, the language learners discussed with each other to find the correct answer, while according to Audio-Lingual Method, student to student reaction must be done in chain drills and the teacher has to direct the interaction (Larsen- Freeman, 1992; Richards & Rodgers, 1990). Raana did not do any kind of drills (repetition or chain drills), while drills play an important role in the Audio-Lingual Method (Celce-Murcia, 1991; Larsen-Freeman, 1992: Richards & Rodgers, 1990).

After finishing the class and observation, I interviewed Raana and asked her about the kinds of activities she taught. She explained that she had to teach in the same way because of time limitation, since there was not enough time to practice via drills, and she thought it was better if students used their minds and involved in finding the answer. I reminded her that her teaching was not the Audio-Lingual Method; Raana refused to accept that fact and explained that she modified it because of time limitation.

Somayeh stated she used grammar-translation Method in the class. It was true she taught grammar deductively, but, there was a big difference in her teaching style and Grammar-Translation; Teaching is done through native language (Celce-Murcia, 1991; Larsen- Freeman, 1992: Richards & Rodgers, 1990). But, Somayeh taught in English first and then in Persian (language learners' native language).

After finishing the class and observation, I interviewed Somayeh and asked her about the activities she encouraged in class. She explained that she used native language for

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teaching grammar according to the Grammar-Translation Method. I reminded her that her teaching was not Grammar-Translation Method, because she taught in English, too; but, she refused to accept and explained that she used native language and it was enough for her selected method and if she taught more in any language, it was not important (Somayeh).

Mahsa told the researcher she taught English grammar in Eclectic method; she considered the students' age, proficiency level, motivation and then she decided what she should do in the class;

"The best method is the method through it teachers can teach effectively and learners can learn successfully.

"You know, the learners pass the test, it means ... doesn't mean that they learn. I think there is no relationship between passing the test and being able to apply the knowledge'.

She declared her method has been successful during the years she has been teaching and nobody has complained yet; the students have not complained so far, no one… almost always, they get top marks… sometimes, and all students pass the class (100%).

4.5.4.1 General Conclusion for Research Question Four

Generally speaking, we, as language teachers, must not forget that the major goal is that pupils have effective teaching. The instructors proposed to assist their students in

four main ways: using native language, using code switching, using the standard syllabus and using one of the language teaching approaches.

According to Krashen, there is no theory which supports the idea that students first learn grammatical rules, nor is it supported by observation of second language learners, because they can use the rules correctly that they have never learned before and they cannot use accurately the rules they have been taught before. Krashen stresses that instruction grammar, expressing difficult rules, analyzing structures of the target language is not language teaching, but "language appreciation".

However, according to extensive studies conducted on grammar, some researchers believe that explicit learning of rules and emphasizing on grammar can facilitate the grammar learning process and speed up it (Hedge, 2000). Hedge underlined the importance of teaching grammar by saying: "It is this belief that has led to the reassertion of the value of grammar learning in the classroom" (p. 151).

The role of teachers must not be forgotten in this field. Some language teachers believe that knowledge of syntactic structures means language knowledge. If learners do not have any difficulty in this part, they will not have "any challenges in dealing with actual use of language". Yet, often the truth is that learners know how to construct grammatical structures, yet they are unable to have real life conversations in the language learned (Widdowson, 1979).

For the last forty years, the teaching of grammar has caught the interest of many and held a dominant place in English language teaching (Azar, 2007). Azar further mentions one crucial part of grammar instruction; it assists students find out the nature of language because all languages consist of predictable structures. These patterns make what the speakers of a language say, read, hear or write intelligible. Without grammar, there are individual words or sounds. Azar concludes, "Grammar is the weaving that creates the fabric."

4.5.4.2 Implications for Research Question Four

There is an important point here which must not be forgotten; meaning plays an important role in the learning field. When learners hear or read something, they will forget if they do not know the meaning. Learning from communication activities is impossible without understanding. This is true about grammar. Students cannot apply the grammatical rules when they do not know the meaning and function of the components. According to Ur (1996), "grammar and meaning were interwoven; grammar does not only impact how units of language are united in order to look right; it also affects their meaning" (p. 76). The majority of teachers agree with the view that it is too difficult to teach a language without knowledge of its structure and its functioning (Hedge, 2000).

Meaningful input plays a major role in teaching grammar. Ellis (1997) stressed that input is more important than output. He stated that teaching grammar structures could be done more effectively if the main focus is on the input rather output. Input should

be precisely organized instead of trying to control the students' output in order that they produce the perfect structure in the target language.

Segal (2001) gives a very obvious reason for using the learner's mother tongue; you cannot find any infants, anywhere on the earth, starting to speak before comprehension. He generalized this as true for the language learners and stated that if students understand the lesson, they can learn it and are able to use it later. Atkinson (1987) too believed that the best way for teaching grammar is using native language, since teachers can take advantage of comparing the two-language structure. If they run into trouble, teachers can illustrate through the students' native language. For instance, when the teacher wants to teach present tense in English, providing some instances from learners' native language seems very helpful. Through this linking, learners can thoroughly understand how present tenses work in English.

Auerbach (1993) summarized the importance of using native language in the EFL class; if teachers start with the learners' mother tongue, the students feel secure enough to express themselves and they tend to take risks with the foreign language. In some situations, using native language in the class is inevitable. If teachers speak the learners' native language, they can benefit from this advantage and avoid wasting time and energy (Pond, 1940).

Much research has been done so far to show the important role of using mother tongue in the foreign language class. Many of these studies are by professionals in the field of foreign language instruction. The majority of these researches do demonstrate some

reasons to convince that using first language (L1) in the class not only has a great value, but also is a necessity; since it facilitates learning the foreign language and increases the learners' rate of progress (Atkinson, 1987; Auerbach, 1993; Brown, 2000; Littlejohn & Hicks, 2009; Schweers, 2009, Segal, 2001).

4.5.5. Research Question Five

For answering research question five: "What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?" the researcher conducted group interviews (pre-and post observation) and personal interviews (pre-and post-observation) with three English language teachers.

Since the main purpose of research question five was "To explore what selected Iranian EFL teachers' beliefs are about what can be done to further help students apply classroom learning of grammar to daily communications", language teachers were interviewed and the data were derived from their answers of the pre-observation personal interview (Appendix C) and group interviews (pre-and post-observation) (Appendix B).

Five major themes namely "advanced semester", "grammar related to communication", "pamphlet or dictation", "translation" and "inductive approach" were derived from the teachers' answers to question items eight through ten of the pre-observation interview (Appendix C) and question items seven through nine of the pre (Appendix B) and post observation group interviews.

Table 4.6 Research Question Five (What are selected Iranian EFL Teachers' Beliefs About What Can Be Done to Further Help Students Apply Classroom Learning of Grammar to Daily Communications?)

Theme	Frequency	Percent
Advanced semester	2	66.66
Grammar related to communication	3	100
Pamphlet or dictation	2	66.66
Translation	2	66.66
Inductive approach	3	100

The first major theme driven from the data analysis of interview was "teaching grammar in advanced semester." Since the language learners had just finished intermediate level, it is thought if they passed more semesters, they were able to interpret the teachers' lectures in the class, because they would know more words and definitely more structures. In the present study, two out of three teachers (66.66%) believed it was better if teaching English grammar would be postponed.

As mentioned before, the most important goal of teaching and learning English grammar is communication, and communication is impossible without comprehension. Meaning has an essential function in the teaching and learning field, that is, output will be meaningful if and only if input is meaningful. According to Van Patten (1996), it is impossible that learners can create a mental representation of the grammar, if there is no meaning bearing input. This mental representation will be used as a basis for applying the language. Meaning bearing input can be simply defined as the kind of input that learners can understand

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effortlessly. Just through this input, the learners are able to put new material in the intake process. Whatever learners get from the input will become intake for learning (Schmidt, 1995; Van Patten, 1990).

The second theme emerging from the interview data and literature review was "Grammar Related to Communication". During the interview, it was revealed that lack of grammar results in inability to communicate. All the selected participants believed that grammar and being able to communicate is interwoven. They expressed that all the problems regarding communication can be traced back to the lack of grammar knowledge. The researcher asked them one question spontaneously; "you think that students don't know English grammar, but they can pass the tests and get good marks. How do you explain this phenomenon?"

Mahsa replied that "this is your duty to find the answer, I am just teaching them." But, Raana presumed that most of language teachers cannot teach well and Somayeh thought that the real problem is the students, because they underestimate the importance of grammar. The most important thing for students and their parents and even for teachers is a good mark, and nothing else.

Celce-Murcia (1991) expressed the importance of teaching grammar related to communicative purpose. The most important point is that the English teacher must understand the fact that linguistic accuracy is an important part of communicative competence, because it gives the ability to get meaning, "while communicating in a sociolinguistically appropriate manner" (p. 280).

Raana expressed that the most important problem in inability to communicate refers back to the fact that the learners do not know the grammar. She clarified the situation and explained that, in fact, the learners have not been taught, otherwise, they could learn. The interviewer asked her a spontaneous question; "you mean that the problem refers back to the teachers?" Raana: "definitely, if the teachers teach the learners English grammar, they will be able to learn it and they will be able to communicate, it's very easy."

"So, if teachers don't teach English grammar, what are they doing in the class?"

"Ummmm…., I am not sure, but consider they try to teach, they don't know grammar themselves, I mean…..I mean they couldn't understand it completely, how can they teach something they haven't learned very well?"

"And what about you? You learned it very well?"

"Yah"

She seemed to be irritated, so, I thanked her and did not continue.

The third theme was "Pamphlet or dictation." Two teachers out of three (66.66%) believed that it was better if the teachers dictated to the language learners all the explanation word by word or students were given pamphlets. When the researcher asked them about the language--Persian or English-- both stated there was no difference, if it were in English, the language learners could translate.

The next theme emerging from the interview data was "translation" where two teachers out of three (66.66%) preferred some grammatical points or ambiguous sentences to be translated.

Some teachers prefer to use code switching in the class, that is, they use translation whenever it is needed (Nikolayev, 2000). Translation is a very essential means in learning a foreign language. It has been used traditionally and is considered as a linguistically relevant component. It has been a very valuable tool because it helps students to acquire practical language skills and improve these skills. Translation has unique characteristics compared with other kinds of language practices; it involves receptive and reproductive linguistic activity at the same time (Nikolayev, 2000). Sometimes the majority of students can deduce the meaning of the word from the context, but a couple of students are unable to do so; the best way to overcome this problem is through translation. A quick translation is more reasonable than definition, giving examples, explanation, mime or anything else (Viney, 2004).

The last theme was using "inductive approach" where all teachers preferred to learn grammar using the inductive approach. Newmark (1979) pointed out that for learning grammar inductively, it seems that teaching is not compulsory because the language learners' craving for explicit formulization of generalization "can be usually met better individually and independently than by discussion in class" (p. 165).

In addition, the data obtained from the language learners also showed that they agreed with their teachers; since the language learners had just finished intermediate level, they thought if they passed more semesters, they were able to understand the teachers' lectures in the class, because they would know more words and definitely more structures. Some 39 students out of 41 (95.12%) believed it was better for teaching

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English grammar to be postponed; 10 out of 41 language learners (24.39%) believed that it was better if the teachers dictated them all the explanation, they wanted to write word by word. On the other hand, 23 out of 41 students (50.09%) wanted to be given pamphlets and finally, 38 out of 41 (92.68%) students preferred some grammatical points or ambiguous sentences to be translated.

4.5.5.1 General Conclusion for Research Question Five

Language and grammar are inseparable. The majority of people acknowledge that learning a language involves knowing its grammar; although it is obvious that knowing just grammar is not enough; knowing the other things seems inevitable. But, the important thing is that knowing of grammar can be intuitive (it is like our native language), therefore, teaching grammatical rules and learning them are not needed, that is, learning formal rules is not essential. Rather, knowing grammar will be useful in receiving and producing meaningful structures within various contexts of real life (Ur, 1996).

4.5.5.2 Implications for Research Question Five

Larsen-Freeman (2007) pointed out that there is a misunderstanding about grammar; many persons think learners acquire the grammatical points on their own; they assume teaching grammar is not a necessity. But, she believed that acquiring grammatical points can occur for immigrants, especially young immigrants. But, it does not happen to all the learners. However, she believed that acquiring grammatical points can occur for immigrants, especially young immigrants; but, it does not happen for all learners. She claimed that there are some immigrant

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learners who acquired a degree of proficiency, but their English is far from accurate.

Azar (2007) showed her idea by quoting from Pennington. She stated the old-fashioned notion is that grammar teaching means teaching rules, as Pennington says, "nothing more or less than the organizing principles of a linguistic or (broader) communicational system, without which, there is no system" (Pennington, 2002, p. 78). However, grammar instruction means teaching students to understand how a language works. Learners need to understand grammar concepts and learn how to create meaningful sentences instead of phrases or single words and how to make meanings within real contexts (Ur, 1996).

Teachers and learners must differentiate between grammar and communication. Knowing grammar does not mean having the ability to communicate. In fact, there is a big dilemma for language learners. On one hand, they need to know many grammatical rules, because they will be tested for this knowledge. On the other hand, they must be able to communicate with foreigners, which is the ultimate goal of learning a foreign language; it means they need to know how to apply the learned materials (Sysoyev, 1999).

According to Sasson (2007), we can find a strong relationship between communicative competence and teaching grammar inductively. In other words, teaching grammar inductively can be useful for communicative competence. Right grammatical terms can be chosen for the appropriate setting. For using function, this approach plays an important role. Learners should also know how to use

language in context. To have an appropriate conversation, language learners must pay attention to three parts: when, where and whom to. Just by considering these points, learners can use correct grammatical sentences. Language learners must know how to start a conversation, how to address different persons in different situations, how to react n various situations like requests, invitations, compliments, and apologies (Sasson, 2007).

4.6 Summary

This chapter presented an analysis of the data to answer each of the research questions. First of all, it started with the demographic information of the participants and then it presented the findings. In this chapter, the answers to the research questions were reported. The discussion touched on the importance of teachers' beliefs regrading teaching and learning English as a foreign language.

Table 4.7 Summary of Findings

Research Questions	*General Conclusion*
What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?	Do not exactly know what their position is knowing grammar is important but describe classes as boring, uninteresting
What are the current classroom practices of teaching grammar?	No congruence between espoused theory and theory in use
What influences the selected teachers' choice of	Used their experiences Taught based on their

methods/techniques?	understanding
What are the selected teachers' suggestions to improve their English grammar teaching?	Teaching grammar inductively, Using native language in class
What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communication?	Teaching grammar in advanced semesters giving pamphlet or dictation, translation

CHAPTER V

SUMMARY, DISCUSSION, AND CONCLUSION

5.1 Introduction

The researcher conducted the research to find out teachers' beliefs about teaching English grammar in general and toward the current methods of teaching English grammar; in particular at a local language center in Mashhad, Iran. As the title indicates, the focus of this study was on the language teachers. That is, this study examined and described the current methods of English grammar teaching.

This chapter highlights the summary of the main findings, discusses the findings in relation to the review of literature, elaborates some implications of the research questions, and suggests some recommendations for improvement and further research.

5.2 Summary of the Main Findings and Implications

The main findings of the study were as follows:

As for research question one: "What are selected Iranian EFL teachers' beliefs toward current teaching/learning procedure of English grammar?" the study found through review of interview data, that the selected language teachers are aware that knowing grammar is important, but most of them described grammar class as a boring class. The data showed that the significance of grammar was obvious to them theoretically, but, in practice they did not seem very sure. Today, the majority of teachers recognize the importance of grammar and they are involved in teaching it. Therefore, the number of indifferent teachers has remarkably decreased (Jean & Simard, 2011; Thornbury, 1999; Van Gelderen, 2010).

The selected teachers knew that there was a problem regarding teaching/learning grammar, although they were unable to find the root of the problem; in some cases, they accused the language teachers of not having enough grammatical knowledge. As one interviewee mentioned:

"They don't know grammar themselves, I mean…..I mean they couldn't understand it completely, how can they teach something they haven't learned very well?" (Raana, 30th June, 2010).

Some experts arguing about language teachers' qualification for teaching grammar (Ferris, 1999, 2007; Truscott, 2009). Zhou (2013) developed a program for language teachers to improve their teaching and he emphasized that this program must be non-stop and continued while teaching.

On the other hand, the language teachers blamed the learners. Somayeh thought that the real problem is the students, because they underestimate the importance of grammar. The most important thing for students and their parents and even for teachers is scoring high marks and nothing else.

According to Snow (1996) if pupils are encouraged to take part actively in the class in the process of learning instead of sitting passively and following the instructors' instruction, they will learn more effectively and above all, they will learn by themselves in the class and after class. Brown (2000) stressed that it is the learner's responsibility to try very hard to learn the materials, and the best teacher in the world cannot do anything if language learners do not take control of their own learning.

Larsen-Freeman (2001) pointed out learners are responsible for learning. From the psychological viewpoint, learner motivation is considered very important in learning (Vossughi, 2000). If students are motivated and eager to learn, learning will take place (Dadvand & Azimi, 2009). The motivation highly depends on the teaching methods/techniques in the field of learning a foreign language (Mahmood, 2007). In addition, the students' attitude has a great influence on their learning (Fazio & Powell, 1989).

The interesting point which was revealed by interview data was that the teachers believed that the major problem stemmed from grammar courses. Grammar classes are very boring, for both instructors and pupils. Teachers just want to spend the time and students are unable to understand; for this reason, grammar class is not interesting enough to create motivation in learners.

Some researchers presume that grammar instruction is a waste of time. The central point is that they presume that the study of grammar is neither essential nor adequate for learning a language which is supposed to lead to its use (Newmark, 1979).

For the research question two: "What are the current classroom practices of teaching grammar?" the interview data and class observation revealed the language teachers' actions in the class were not compatible with their statements in the interview. There was no applying in the class; the language learners did not use the learned materials in a conversation or a context near the real one. And the discussion was limited to asking some questions, in some cases not always in English, sometimes in Persian, and just one student asked a question and the teacher answered, meanwhile other students were

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listening. And there was no paragraph or essay writing; students were just doing several exercises which were a part of that lesson and in the instruction, it was clearly mentioned that what the students must do, for example, fill in the blanks with present continuous or change the active sentences into the passive one.

The finding showed that "The Action Theory" was correct. The Action theory was modified for this study as follows:

Language teachers' beliefs

Congruence

The actual teaching method

Governing variables ⟶ effective teaching ⟶ learning
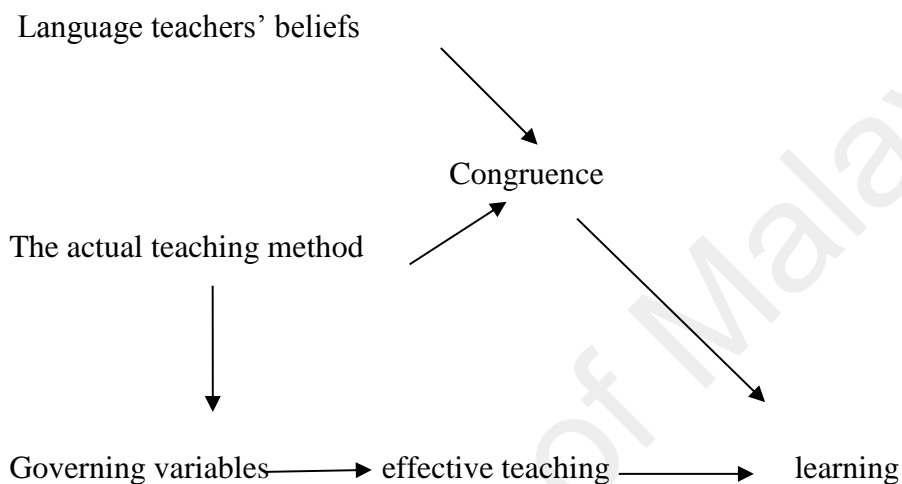
Fig. 5.1. Theory and its relationship to effective teaching.

Teachers' beliefs were the words they used to explain what they thought they would do in the class (espoused theory). Their actual behavior—the method used in the class—was theory in use which may or may not be the same as their espoused theory. The present study aimed at comparing these two theories; in case of difference correction would be needed to put both theories in line.

More often than not, it is possible to be ended that there is no harmony between the teachers' espoused theory and theory in use. They were unmindful that their espoused theory was not the same as their theory in use. They accept something, however, they carried out something else in the class. Thence, they were not able to find effectual

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results. Argyris (1980) stressed that if espoused theory and theory in use are aligned, effectiveness will increase. The present study wants to generate an awareness in the teachers in order that they create congruence between what they say they believe and their performances in the teaching field in case of inconsistency.

According to Kelly (1995), when beliefs and behaviors are different, it is because of social pressure. Teachers' beliefs are the words they use to explain what they think they do in the class. Their actual behavior is the approach used in the class (Argyris, 1993).

Allen (2013) stated that there is a strong and complicated relationship between teachers' beliefs and their activities in the class and the other effect is related to choose curricular, method and material of teaching and the most important effect is on their students. Basturkmen (2012) pointed out teachers' beliefs have many various definitions but the most accepted one is that teachers' beliefs refer to evaluative propositions which are done consciously or unconsciously by teachers.

For finding out the selected teachers' belief about teaching grammar, interviews were conducted. Two out of three English language teachers (66.66%) believed that teaching grammar is a waste of time; in other words, their beliefs were negative and this might affect their teaching and their students. According to Fatemi et al. (2012), the person's belief has a direct effect on his or her behavior. In this case, the teachers must be informed and convinced of the importance of teaching grammar, because there was no harmony between belief and practice. According to the Theory of Action (Argyris & Schön, 1984) compatibility between belief and practice is very important.

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The researcher introduced the teachers to some related papers, articles and books in order for them to get new insight for teaching grammar. As mentioned above, for getting the best results, the espoused theory and theory in use must be congruent. Since the selected language teachers were unaware that their espoused theory was not the same as their theory in use, they should be informed. For this reason, the interview data and observation data were provided for member checking, with the differences between their statements (during interview) and performances in the class (during observation) being highlighted by the researcher. The researcher gently reminded them of these differences and explained to them "The Theory of Action". They were not familiar with this theory, and all of them became so interested and asked for some books to study. Since, this theory can be applicable in all parts of human life; they wanted to know more details. Finally, they mentioned that they would try to consider "The Action Theory" in all of their behaviors and try to inform other persons, such as other teachers and especially their students.

Regarding research question three: What influences the selected teachers' choice of methods/techniques?" the interview data showed all participants (100%), used their experiences in their teaching. They refused to change the method of teaching, because their experiences played a very important role.

Larsen-Freeman (1998) considered that instructors teach based their experiences in the class rather their knowledge; she pointed out that "experience is the just actual reference point teachers share: experiences as students that influence their views of teaching, experiences in professional preparation, and experience as members of society" (p. 10).

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A lot of research discovered that teachers' education determines the main concept of foreign or second language; the teaching methodology is chosen based on their experiences as language learners; therefore, their stated beliefs are not very reliable (espoused theory) and for this reason, their beliefs and practice is not correspond (Action Theory) (Borg, 2001, 2003, 2009; Doman, 2013; Farrell & Lim, 2005; Liao, 2007).

It is obvious that there have been many debates about teaching and learning grammar, so teachers and learners have not still recognized the main root of the problems; in other words, there is a problem regarding grammar or not (Aarts et al., 2008).

Widdowson (1979) stated that the learners' inability to use language stems from the teaching and learning approach. Littlewood (1981) pointed out there were many aspects of language learned just through natural process. These aspects can occur just while using language for communication. Krashen (1992) believed that the major parts of a second language like grammatical rules can be acquired through an unconscious process, namely, persons must use the language and experience it. As a result, conscious learning is not very helpful. So, it can be concluded that teachers cannot teach much, but they can create a situation in the class in which learners acquire the language through using it. Classroom activities must be organized such that they provide chances for pupils to use language in communicative way.

In addition, Widdowson (1979) stated that "an overemphasis on drills and exercises for the production and reception of sentences tends to inhibit the development of communicative abilities" (p. 67). As a result, explaining and practicing language

aspects seems a waste of time. The effectiveness of an approach is identified by students; how much effort they do after the class and how well they could learn and absorb the materials in the class (Snow, 1996).

Yousefi (2010) highlighted the task-based teaching of grammar. He asserted that many teachers have tried to change their teaching method from traditional to modern ones. One of these modern methods for teaching grammar is the task-based method which was first developed in India. In fact, a few studies were done about the learners' problem in the learning field and it can be said that few researches were done to find the solution to this problem. Naeeimi (2009) pointed out that the problem is related to the current teaching methodologies. He added that the current teaching approach is not interesting enough. Most of current methods emphasize memorization to students rather application.

The analysis of interview and observation data showed that the role of teachers is very significant in choosing the method of teaching. As mentioned before, teaching methodology plays an important role in creating the "inert knowledge" problem (Larsen-Freeman, 2009). Teaching has been conducted based on methods/techniques, and these methods/techniques stemmed from a theory. English teachers have an essential role in selecting the methods and techniques for grammar instruction (Dadvand & Azimi, 2009; Gerngross et al., 2008). Kumaravadivelu (2006) noted that out it has been assumed that all teachers practice in the class based on a theory. However, it can be concluded that the selected language teachers taught according to their understanding. They used some teaching methods and activities that they thought were completely familiar to them; in other words, they thought they had mastered the selected method.

Kumaravadivelu (2003, 2006) as well as Berant and Gvozdenko (2005) also believed instruction is a subjective action. Instructors pick out the way of grammar instruction based on their experiences, level of the pupils' competency and materials. Thence, the possibility of doing wrongs is high.

Larsen-Freeman (2007) pointed out that instructors teach topics based on their perceptive. If instructors consider grammar as "a static set of rules", they will teach in a static manner, namely, provides the rule and ask students apply it. In reality, this does not assist pupils to solve the inert knowledge problem (as mentioned in chapter two). It must be noted here that in the last two decades, scholars, educators and researchers have moved from searching for the best method to understanding that there is no single best method (Bourke, 2008; Prabhu, 1990). Larsen-Freeman (2007) believed that different teaching methodologies have different advantages. She stressed that new methods address the inert language problem better, because they involve learners in using language from the start, rather than teaching about language and hoping the learners can use it someday. If teachers use traditional methods in the class, they must be informed about the inert knowledge problem; since two out of three teachers used traditional methods (Grammar-Translation Method and Audio-Lingual Method), they must be informed about the problem. For this reason, the researcher explained to them and gave them an article from Larsen-Freeman regarding this issue.

For research question four, "What are the selected teachers' suggestions to improve their English grammar teaching?" it can be concluded that generally speaking, we, as language teachers, must not forget that the major goal is that students have effective teaching. The teachers were found to favour the use of L1 in order to ensure effective

teaching even though the language center forbade using native language. The teachers interviewed used code switching, applied the standard syllabus and used one of the language teaching approaches.

According to Krashen, there is no theory which supports the idea that students first learn grammatical rules, nor is it supported by observation of second language learners, because they can use the rules correctly that they have never learned before and they cannot use accurately the rules they have been taught before. Krashen stressed that instruction grammar, expressing difficult rules, analyzing structures about the target language is not language teaching, but "language appreciation".

However, according to extensive studies conducted on grammar, some researchers believe that explicit learning of rules and emphasizing on grammar can facilitate the grammar learning process and speed up it (Hedge, 2000). Hedge underlined the importance of teaching grammar by saying: "It is this belief that has led to the reassertion of the value of grammar learning in the classroom" (p. 151).

 The role of teachers must not be forgotten in this field. Some language teachers believe that knowledge of syntactic structures means language knowledge. If learners do not have any difficulty in this part, they will not have any troubles in dealing with real use of language (Hedge, 2000). However, often the truth is that learners know how to construct grammatical structures, yet they are not able to have real life conversations in the language learned (Widdowson, 1979).

For the last forty years, the teaching of grammar has caught the interest of many and held a dominant place in English language teaching (Azar, 2007). Azar further mentions one essential part of grammar teaching; it aids students find out the nature of language because all languages consist of predictable structures. These patterns make what the speakers of a language say, read, hear or write intelligible. Without grammar, there are individual words or sounds. Azar concludes, "Grammar is the weaving that creates the fabric."

And finally for research question five: "What are selected Iranian EFL teachers' beliefs about what can be done to further help students apply classroom learning of grammar to daily communications?" the study revealed the importance of using native language in the EFL class; if teachers start with the learners' mother tongue, the students feel secure enough to express themselves and they tend to take risks with the foreign language (Scott & Fuente, 2008; Storch & Wigglesworth, 2003)

The other important issue is related to the role of meaning in the education process. Meaningful input plays a major role in teaching grammar. Ellis (1995, 1997, 2006) stressed that input is more important than output. He stated that teaching grammar structures could be done more effectively if the main focus is on the input rather than output. Input should be precisely organized instead of trying to control the students' output in order that they produce the perfect structure in the target language (Coffin et al., 2009).

Zhou (2013) explained that it does not seem reasonable and even impossible
to separate grammatical forms and meaning purposefully; since it can be claimed that

the only source for creating meaning is form and while using unclear form, understanding the meaning is not possible. In some situations, using native language in the class is inevitable. If teachers speak the learners' native language, they can benefit from this advantage and avoid wasting time and energy (Cook, 2001; Pond, 1940).

There is a strong relationship between communicative competence and teaching grammar inductively. Teaching grammar inductively can be useful for communicative competence. Right grammatical terms can be chosen for the appropriate setting. For using function, this approach plays an important role. Learners should also know how to use language in context. To have an appropriate conversation, language learners must pay attention to three parts: when, where and whom to. Just by considering these points, learners can use correct grammatical sentences. Language learners must know how to begin a conversation, how to address others in different situations, and how to react to different speech acts such as requests, invitations, compliments, and apologies (Hicks, 2009; Sasson, 2007).

Larsen-Freeman (1998) pointed out that there is a misunderstanding about grammar; many persons think learners acquire the grammatical points on their own; they assume teaching grammar is not a necessity. But, she believed that acquiring grammatical points can occur for immigrants, especially young immigrants. However, it does not happen to all the learners. She claimed that there are some immigrant learners who acquired a degree of proficiency, but their English is far from accurate. The other study done by Ghabanchi (2010) on Iranian students revealed that teaching grammar, even indirectly, had the positive effects.

On the other hand, much research has been done so far to show the important role of using the mother tongue in the foreign language class. Many of these studies are by professionals in the field of foreign language teaching. The majority of these researches do demonstrate some reasons to convince that using first language (L1) in the class not only has great value, but also is a necessity since it facilitates learning the foreign language and increases the learners' rate of progress (Atkinson, 1987; Auerbach, 1993, Brown 2000; Littlejohn & Hicks, 2009, Schweers, 2009; Segal, 2001).

5.3 Limitations of the Study

The limitations of this study are as follows:

Participants were three language teachers selected from Mashhad, the hometown of the researcher. Hence, the results of this study cannot be generalized to all teachers in Iran or worldwide. Since the present study is based on qualitative research, the data were gathered through observations and interviews. It means that the conclusions reached were true just for the EFL teachers who participated in this study. However, some points raised about the reasons for selecting the methods/techniques by teachers may be generalized to other English teachers. Further studies may need to increase the number of participants (language teachers) which may yield different conclusions. On the other hand, the participants of this study were all females. Because attending classes of the opposite sex was difficult for me, it was not possible to conduct the study with a mixed sample. Therefore, according to Nazari (2007), the underlying principles can be generalized to the theory, not to a population. That is to say, the issue will be put forward and the related general theme not by "enumerative induction" but "analytical induction" (Mitchell, 2000).

The other important limitation was that the teachers refused to permit the researcher to use any recording (neither video nor audio), and I had to use just paper and pencil for collecting the data. It was possible that some parts of data were missed especially during interviews. The present study was truly qualitative in nature. Incorporating a quantitative study using a survey would have helped to gain a broader insight about the phenomenon under study. The mixed method of qualitative and quantitative inquiry would complement one another. In fact, what one method could not capture, the other would; therefore, it may help to increase the validity of the study.

My major goal is to find the reason(s) for Iranian students' inability to apply their grammatical knowledge in terms of learning process; it does not focus on solving the problems. I know there are many reasons for instance materials, time, age, methodology, learners' and teachers' beliefs, technology and others (Sadr, 2009), but it is near impossible to study all the factors; because my thesis is a small project and I must finish my study in a planned time, my work focuses on three major issues: teaching methodology, learners' beliefs and teachers' beliefs.

Hence, the present study focuses on the EFL teachers' beliefs and reactions toward teaching English grammar in general and toward the current methods of teaching English grammar in particular. It investigates experiences, beliefs and reactions of three English language teachers. It also looks at EFL teachers' preferences for choosing a method of teaching and learning English grammar. The objectives of this study will be fulfilled to the extent possible through analysis of group and personal interviews with language teachers as well as observation of practicing English language teachers. It is hoped that this research will contribute to better

understanding of the issues related to language teachers' beliefs in teaching and learning methodology in general and learners' inability of applying grammatical rules in particular and provide clues that would help in choosing the best method of teaching.

5.4 Conclusion

Some researchers believe that explicit learning of rules and emphasizing on grammar can facilitate the grammar learning process (Farley, 2004; Hedge, 2000; Williams, 2005). Hedge underlined the importance of teaching grammar by saying: "It is this belief that has led to the reassertion of the value of grammar learning in the classroom" (p. 151).

It can be concluded that the language teachers played the most essential role in selecting the approach supposed to be taught in the class. They were the most significant source for choosing it (Brumfit, 2001). And above all, the students could develop their abilities in different skills if they had enough motivation to attend in the class effectively, listen eagerly and learn completely (Weaver, 2008).

Language and grammar are inseparable. The majority of people acknowledge that learning a language involves knowing its grammar; although it is obvious that knowing just grammar is not enough, knowing the other things seems inevitable. But, the important thing is that knowing of grammar can be intuitive (it is like our native language), therefore, teaching grammatical rules and learning them are not needed, that is, learning formal rules is not essential. Rather, knowing grammar will be useful

in receiving and producing meaningful structures within various contexts of real life (Ur, 1996).

Understanding grammar and being able to apply it are important tools in communication. Being able to apply grammatical rules is very important today. It helps learners become better listeners, readers, writers and speakers. It helps learners to express their ideas clearly. It is essential for admission into an international university, applying for a good job, getting promotion in the job and so on. Producing grammatical structures is not enough for learners of English; they must be able to use them appropriately and meaningfully. Foppoli (2006) pointed out if a person did not know any grammar patterns, it would be impossible to make a single sentence.

Thornbury (1999) stressed that students presume learning another language means the ability to create well-formed structures and it is vital they are able to apprehend grammatical sentences. It is also true that learning different kinds of grammatical rules is essential. Language learners develop through many stages, and they pass one stage and progress to the next stage. They must learn the necessary rules, because they will be asked to do some tasks through applying these rules. They do not need to know everything about the rule; rather, they must know to what extent to apply the rules. Language learners do not need to have conscious knowledge of grammar; it is not an obligation to understand the various grammatical labels such as subject, verb and so on. However, advanced language learners must know some of these grammatical labels, at least, to understand their teacher's explanations and directions to do their assignments. Furthermore, they must be able to discuss with their teacher. As Thornbury (1999) questioned, how can a conversation take place without knowledge of grammar?

5.4.1 Pedagogical implications

Although a single research like this is not capable of providing enough proof to find out the kinds of language problems and the reasons behind them, it can show that there are some problems in applying learned grammar knowledge. Moreover, these implications must be cautiously used, since this is a small scale study with a limited number of participants and the implications of the present research may be applicable to this group of EFL teachers than to those from other countries with different languages and cultural backgrounds.

This study was conducted because current methods/techniques cannot meet the learners' needs. This is a problem which must be solved; and one not expected to be solved easily. Perhaps the most important effect of this research is related to the reasons for these problems. The findings of this study are relevant for several different groups in the field of education. These include policy makers, English teachers and Iranian EFL learners. They are the persons who play an important role in the education field. The study findings are expected to focus more attention on finding a successful method/technique for teaching grammar in Iran. Although the nature of this study is descriptive, the findings of this research can be used as a turning point in teaching English grammar in Iran which led to the inert knowledge problem.

Another implication of this study is concerned with the kind of problems in applying language learning. Language teachers and learners should be aware of these kinds of problems. The study may help EFL teachers and learners to find a way to solve these problems.

The researcher can claim that she could find one of the most important reasons in which the current methods/techniques are used by the language teachers are not effective enough. By considering "Action Theory, there is no harmony between teachers' espoused theory and theory in use. They were unmindful that their espoused theory was not the same as their theory in use. They accept something, however, they did the other thing in the class. Thence, they were not able to acquire effectual consequences. Argyris (1980) stressed that if espoused theory and theory in use are aligned, effectiveness will increase. The most important contribution of this study is to inform the other language teachers and learners about "Action Theory".

The next contribution refers back to the beliefs of language teachers and learners toward English teaching and learning grammar. The teacher' attitude has a great influence on their learning (Fazio & Powell, 1989).

The last contribution of this study relates to the role of the learners in selecting the methods/ techniques which they prefer to be taught. The choosing of methods/technique must be according to the language learners' needs.

5.4.2. Recommendations

By considering the findings of the study, the researcher suggests some ways to encourage the language learners to apply English grammar:

1- Persuading language learners to adopt continuous practice

2- Encouraging language learners find (a) friend(s) who can speak English to them

3- Using online grammar exercise

4- While using a computer to type, use grammar checker

5- Discover which grammar points are frequently challenging for your native language speakers and pay extra attention to learning those grammar points

6-Pay close attention to grammar while reading English and try to make similar sentences, if cannot or not convinced, find text book exercises for those grammar points and practice

7- Read aloud because listening enables one to note correct grammar while reading it

8- Watching or listening to English; BBC is always a great option. It works better if we watch what we are really interested in

9- Find online language-learning forums or language-exchange sites

10- Using Internet in order to improve your writing and grammar skills; for instance, sending e-mails. Try to use correct grammar in your emails, instant messages

11- Find many helpful people online who will happily answer your questions

12- Always be sensitive to your weaknesses in grammar. You cannot be better unless you know where the problem lies

13- Immerse yourself in the grammar community

14- Make writing a daily habit (i.e. journal)

15- Speak in English with yourself

5.5 Suggestions for Further Studies

No research is absolutely complete and consequently no researcher can claim that the results of his or her study can be applied in all possible cases. Additional research is obviously needed.

Similarly, there are other alternatives related to this research, which are worthy of further investigation. This study focused on the language problems regarding grammatical points and the ability of applying them. Considering the limitations of this study, further researches can be conducted such as:

1.   Among the whole Iranian students including both genders

2.   The research venue can be changed to encompass public universities or secondary schools, for example.

       In brief, it is important to note that we still need empirical studies that can shed light on how second/foreign language learners can identify their language problems, the reasons and improve their proficiency.

5.6 Summary

The section presented the Summary of the Main Findings and Implications, after that the limitation has been explained in details. The next parts have been devoted to the conclusion and pedagogical implications. The last two parts demonstrated some recommendations and suggestions.

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Appendix A

Observation Protocol

Date/Time:
Place:
Observer:
Observee's Pseudonym:

1. Description of the classroom, the arrangement of the chairs, the posters on the walls – peripheral learning.

2. Is there any warm-up? Any connection between prior knowledge and the lesson is supposed to be taught?

3. Which Teaching Methodology/es do Teachers use in the class? Do they follow Traditional approaches or Modern ones? Deductive or Inductive?

4. Do teachers explain in a comprehensible manner? Modified languages, repetition, giving feedback, provide reinforcement?

5. Is there any relationship between their beliefs and used method? Teachers' beliefs towards grammar?

6. Which activities are used in the class? Are the activities planned before? By teachers? Is there any objective? Are classroom activities appropriate for the purpose of the course and students' needs?

7. Do lessons consist of some form of communicative activities? Are lessons combined with other activities like speaking and writing? What is exactly taught in the class?

8. Are students intellectually engaged with important ideas relevant to the lesson? Do teachers make learners aware of the importance of grammar? Students' attitudes towards grammar?

9. Does teaching grammar take place according learners' needs? Is there any small group work?

10. What is the teacher's role? Facilitator or just giving instruction-teacher-centered-providing explanations and eliciting responses?

11. Does teaching method create motivation in students? If so, how?

12. Is there any interaction between students and teachers? Students and students? Any feedback? How does make correction do? Do students grasp the idea of lesson?

13. Material used, teacher made, book, characteristic of materials, any syllabus, by teacher or mandatory syllabus, adequate time, the pace of lesson is appropriate for needs of students.

14. Notable non-behavior

Teachers/ Introductory interview
Demographic Information: Degree…Major…Number of years of experiences…
Date/Time:
Place:

1. What is your degree?
2. What's your major (undergraduate and graduate)?

3. How long have you been teaching?

4. Have you been teaching English since you started teaching? If you taught something else, please explain.

5. How long have you been teaching English grammar?

6. Do you feel comfortable teaching grammar?

7. Do you think grammar is related to using the appropriate tenses or grammar involves language structures instruction? Or you think pupils need to know the grammar rules and how to apply them in different contexts?

8. Do you believe grammar should be taught explicitly or implicitly?

9. Should grammar lessons be combined with other activities like speaking and writing?

10. Do you have much research experiences?

11. Have you ever traveled outside of Iran?

12. Would you please explain about your personal relationships with students?

13. If I were to ask your students about your teaching, what would they say?

14. If you were one of your students, what would you say about your teaching?
15. If I were to ask your supervisor about your teaching, what would they say?
16. If you were your supervisor, what would you say about your teaching?
17. Do you have any other comments or suggestions?

Interview 1 (Teachers) Pre-observation

Date/Time:
Place:
Interviewer:
Interviewees' Pseudonym:

1.   What is your definition of "Grammar"?

2.   How do you value English Grammar courses?
3.   What instructional activities do you use in teaching Grammar"?
4.   Is there any language or teaching method behind your teaching?
5.   How long have you been teaching through this style?
6.   What are your reasons for choosing this method?
7.   Have you ever thought about changing your method?
8.   Do you think your students are satisfied with this method?
9.   Do you think your students like learning grammar generally?
10.   What do you do if notice your students prefer another teaching method?
11.   How would you respond to the teacher who says that fluency in English is more important than knowing the rules?
12.   Do you have any other comments or suggestions?

Interviewee Pseudonym: *Somayeh*

1. What is your definition of "Grammar"?

You know… if someone can put a few words together correctly, according to grammatical books, it is said he knows grammar, it almost always means structures , generally, it means correctly speaking or in other words correct writing …yes…writing is better because it is possible to speak in every style you want.

2. How do you value English Grammar courses?

I think it's helpful….anyway, all classes are useful, regardless of the subject and English grammar class is not an exception… it is better than nothing (laughing). But, generally speaking… we can say… grammar is a basis for language… you know… it is… mmmm...It...How can I say? ... It is very important… heart …. Yes… it is heart of a language…

3. What instructional activities do you use in teaching Grammar"?

I used teachers' guides in the class most of the time… but... you know… generally… I used Grammar-Translation Method activities and… in addition I use deductive method but according to Grammar-Translation Method… I explained the most difficult points in Persian…I use standard syllabus in the class

4. Is there any language or teaching method behind your teaching?

I strongly believe in Grammar-Translation Method, I teach according this method, and my lesson plan is according to it.

5. How long have you been teaching through this style?

From the first day, I have been started teaching English grammar, I used Grammar-Translation Method, it is OK, I don't have any problem using it.

6. What are your reasons for choosing this method?

I am completely familiar with this method and… I think… I know everything about it…I think... you know… because… because I am very familiar I can teach easier via this method and… and… as a result, language learners are able to understand better and so learn faster and… and… better… via this method… because … because of my familiarity… and you know for this reason I use my own style… I…I use both languages... In the class… the students are able to learn grammatical terms in addition

of understanding completely… this style helps the learners will be able to apply their knowledge…

Researcher: "you think that your style helps the learners to learn how to apply the grammatical rules which are learned in the class?"

Somayeh: well, yes… if the rules are repeated, it is obvious the learners will learn them.

Researcher: "have you ever done any researches regarding this matter?"

Somayeh: "no, but …but my experiences can prove that it is true. When I was a language learner… (Staring at a point)…. (Thinking)… my favorite language teacher used this style…. Used both languages in the class… and through this method…or approach…or I don't know whatever you want to call it… she could teach the grammatical rules and we learned how to apply them…. Therefore … I think… or better… I believe… this method is successful… and above all… I haven't received any complaint so far.

7.   Have you ever thought about changing your method?

Frankly no, Because… I know this method completely … the best… I never want to change it…I am completely familiar…no… never...

8.   Do you think your students are satisfied with this method?

Yes, of course, because it is in their mother tongue, it is easier for them to understand…. But… actually… they are not enough qualified to say something about teaching grammar.

9.   Do you think your students like learning grammar generally?

I don't think so… because… because… grammar classes…in general… as you know…. Are boring and… not interesting… in fact… not only for students… but also for teachers… both of them wait to finish the class… actually… actually, they just want to spend the time… you know.. Spend the time… students are not able to understand… therefore, they don't have motivation…

Researcher: "you mentioned that every class is useful for students. Now, you express that grammar class is wasting of time. Don't you think this is paradox?"

Somayeh: "I don't think so, I believe that every class is helpful, I mean it is better than nothing, but it doesn't mean that every class must be interesting and be able to create motivation in students."

10.   What do you do if notice your students prefer another teaching method?

I don't know…. But I don't think I change my method…as I told you before… they are not enough qualified to be able to choose a language method for teaching… they don't understand very much… they must not be considered very important.

11.   How would you respond to the teacher who says that fluency in English is more important than knowing the rules?

Both of them are needed… like each other… no difference… if there is no grammar, communication will be impossible…they must be together…I think… no I am sure that all the problems are related to the grammar… you know… not grammar itself… not knowing grammar… not learning grammar…

Researcher: "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomenon?"

Somayeh: "I think… think the real problem is students…. because they underestimate…underestimate the importance of grammar…. You know… The most important thing for… (Thinking)…for students and…. For even… even…. their parents (emphasizing) and even for teachers (more emphasizing) is good mark … just good mark… and… nothing else.

12.   Do you have any other comments or suggestions?

No…thanks… (Thinking) not special things… thank you…
Thank you for your cooperation and your time

Interviewee Pseudonym: *Mahsa*

1.   What is your definition of "Grammar"?

It is some definitions written in the books … grammar books… there are many definitions… there are grammar… formula, example… structure… that's all...

2.   How do you value English Grammar courses?

Tedious… boring…. uninteresting and monotonous…. For students and teachers… both… especially if teaching is done in English… because language learners cannot understand at all and don't learn grammar… no creating motivation at all…. Students memorize some formula but cannot use them, I had this problem when I was a student, just wasting time, and it is something on nerve rather learning.
I hadn't enjoyed my grammar class when I was a student

Researcher: "how can you generalize your experiences as a student?"

Mahsa: "I think it is better you ask the students."

3.   What instructional activities do you use in teaching Grammar"?

I use teachers' guides; I follow its instructions and I follow supervisors' suggestions…. But… you promised me that my interview will keep as top secret yes?

Researcher: "yes, be sure"

I believe that since English grammar is too difficult to understand, it is better to be taught in native language… (Hesitation)…… learners can hardly understand it in native, definitely, they cannot understand it in a foreign ……….They don't know the meaning of many vocabularies

Researcher: "you mean grammatical words?"

Mahsa: "no, I mean they don't know the words…..emmm… teachers use to explain a rule or even examples, and surely it includes grammatical idioms, too. If they can't understand the meaning of the words, how they can understand the grammatical rules through English explanation?"

4.   Is there any language or teaching method behind your teaching?

I told you… I use Teachers Guides… but I teach grammar in Eclectic Method…. I think about students… I mean… their age…motivation…proficiency… and many other things then... I choose some parts of each method… and mix them together actually I mix some methods together and use them in the class…

5. How long have you been teaching through this style?

    From the first, I have been teaching through this method; I tried many different methods in different classes by … by considering many factors… but always I used Eclectic Method

6. What are your reasons for choosing this method?

    The situation of the class… mmmm students…. The situation of the working…. It is not very under control… it differs up to the different situations

7. Have you ever thought about changing your method?

    No… never… why? It works very well…. (Her face changed, it seemed to be irritated of the question)

8. Do you think your students are satisfied with this method?

    Yes, the students haven't complained so far, no one… almost always, they get top marks… sometimes, and all students pass the class (100%).

9. Do you think your students like learning grammar generally?

    No, they don't like, it is not an interesting class, I was not interested when I was a student, but its better you ask the students.

10. What do you do if notice your students prefer another teaching method?

    "I have never thought it;"

    "Now, please think."

    "They don't have enough experience to choose something, anything. I mean they are not able to..... Able to help their teachers… And in addition, I teach according to teachers' guide."

    Researcher: "you mentioned that the situation of class influences the teacher in her choice of approaches in teaching grammar; therefore, the students' opinions are important to you for choosing the approach?"

    "The students are important, but not their opinions, but their age, proficiency and...

11. How would you respond to the teacher who says that fluency in English is more important than knowing the rules?

Fluency and rules are the same.

"Would you please explain?"

"It is too obvious and the obvious things don't need any proof."

"But you told that English grammar class is like something on the nerve, for teachers and students both. It was so boring. How can you overestimate teaching/learning grammar and underestimate it at the same time?

"I … I mean…mmmm…. just English grammar class atmosphere, the way of teaching and learning style not knowing grammar itself."

Language teachers must know all the language….. Approaches and methods completely ,...Then, they are able to choose the best among them.

Researcher: "would you please define the best?"

"The best method is the method through it teachers can teach effectively and learners can learn successfully.

"You know, the learners pass the test, it means ... doesn't mean that they learn. I think there is no relationship between passing the test and being able to apply the knowledge'.

Researcher: "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomenon?

Mahsa: "this is your duty to find the answer, I am just teaching them."

12. Do you have any other comments or suggestions?

If the language teachers were allowed to teach by own way, the results definitely would be better. "The supervisor doesn't trust us"

My interview will be remained confidential, won't be?
Definitely, be sure
Thank you

Interview 1 (Teachers) Pre-observation

Interviewee Pseudonym: *Raana*

1.   What is your definition of "Grammar"?

(Thinking)… properly speaking, properly writing, and…. (Thinking)… generally…. We can say…mmmm…. If you can speak or you are able to convey your intention…something you have in your mind without any mistakes.

2.   How do you value English Grammar courses?

I strongly agree, I think it is necessary for everybody, I mean… I mean, everybody needs to know grammar, the learners have to pass the grammar classes, no way, they must learn English grammar. I think grammar plays an important role in any languages… language without grammar means nothing, grammar is everything, and grammar is a center for every language. It is very excellent and I am proud that we are the only language center where held English grammar classes. It is very good, perhaps, the other language centers…. I mean, it causes the others think about it and do something….perhaps….mmmm… they think to held English grammar classes, most of the students or it is better I say language learners….I mean their weakness refers back to the grammar…they don't know grammar… actually nobody taught them English grammar. Otherwise, it is too simple...Teachers teach and the learners learn; that's all.

Interviewer: you mean that the problem refers back to the teachers?

Raana: "definitely, if the teachers teach the learners English grammar, they will be able to learn it and they will be able to communicate, it's very easy".
"So, if teachers don't teach English grammar, what are they doing in the class?"
"Ummmm…., I am not sure, but imagine they try to teach, they don't know grammar themselves, I mean…..I mean they couldn't understand it completely, how can they teach something they haven't learned very well?"
"And what about you? You learned it very well?"
"Yah"
It seemed to be irritated, "thank you very much, ready for next question?
"Yes"

3.   What instructional activities do you use in teaching Grammar"?

I exactly use Audio-Lingual Method; I think this method is the correct method for teaching grammar and according to rule of the language center, we must not speak Persian in the class at all… not a word… I speak English all the time and I believe it is not important that language learners are able to understand or not because… because someday they will be able to understand and learn… now... Now the most important thing is … I mean… I must follow the rule of language center... If all the teachers do

their best, at last the learners will be able to understand and learn all their lessons in English and finally… they will be able to talk English I mean students..... If teachers try to teach English grammar in English, the learners will use to it and learn it easily… I use all activities mentioned in Teachers'' Guides

4.   Is there any language or teaching method behind your teaching?

I exactly use Audio-Lingual Method; I think there is no special method for teaching grammar but among the current approaches, the best method for teaching grammar is Audio-Lingual Method and I use just this method in the class.

5.   How long have you been teaching through this style?

I have been teaching through this method since I started teaching, if students are hard-working and…. I mean good students, they will be successful, they can pass and go to the upper level and the others will fail and the class must be repeated for them many times…. I don't know how many times… but they have to sit in the grammar classes for enough time to learn it... (Interrupted by researcher: how do you understand the language learners learn grammatical rules?) Raana: if the lessons have been repeated for them several times, finally, they will be able to pass the test and it means that they learn it
Researcher: you mean passing the test means learning the grammatical the rules?
Raana: exactly, if you don't know something, how you can use it?
"And you mean understanding means using or applying it?"
"Mmmm… (Thinking)…. If you understand and learn deeply… yes you can use it

Researcher: OK, you told that the grammar class must be repeated for those learners who were not successful until….

Raana: until they used to the Method and accepted it and learned through it and could pass

6.   What are your reasons for choosing this method?

Mmmm…. Because…. Well… I used to this method…. I have been teaching from... used it from the first day and I think…. I am good …if not say master at this method… have many experiences… but at least I am expert in this method, I think… it is the best method for teaching grammar…. And above all … Audio-Lingual Method has been using all of the worlds for many years and the results have been accepted…. But … I… personally think or believe that Audio-lingual Method was successful, too…. Because, when I was a language learner, most of the teachers used this method

7.   Have you ever thought about changing your method?

Never, no… never…. Why? Never… (So surprised)... Why? Never…. This method has been accepted internationally, all around the world, everywhere, why should I look for another method? (More surprised)…. No...No… never

8.   Do you think your students are satisfied with this method?

Well… it is obvious that this method is too difficult for students because they are not able to understand … I mean… they cannot understand all the points, mmmm especially, on the first days, but,…..finally, they will be able to understand,… and we must not forget that repetition plays an important role in using this method and if … if language learners tried enough, they will be successful.

Researcher: "are you sure that your students like this method?"

Raana: it is not important… never ever… it is important that they have to accept me and my teaching style whether they like it or not.

9.   Do you think your students like learning grammar generally?

It is not important… language learners…or I say better, generally students cannot recognize what the best is for them. It is the teachers' responsibility to do this difficult job. If they don't like, who cares? Finally, they will understand, it is useful.

10.   What do you do if notice your students prefer another teaching method?

Language learners are not enough qualified to state their opinion about teaching grammar (laughing). They have to do everything their teachers ask them.

11.   How would you respond to the teacher who says that fluency in English is more important than knowing the rules?

I think….. I think fluency and accuracy is together, you cannot separate them, they are …are meaningful together… it is impossible you can use the separately… I mean… how can I elaborate? I mean … if somebody tries to use them separately… they will be meaningless, useless... You get the point? It is better I give an example … (thinking) no...Consider... communication... it is related to grammar… you cannot to communicate with somebody without knowing grammatical rules. The students are not able to communicate because of lack of grammar knowledge. They don't know the grammar.

Researcher: "you think that students don't know English grammar, but they can pass the tests and get good marks, how you explain this phenomenon?"

Raana: "as I mentioned before, the problem refers back to the teachers."

Researcher: OK, but what does it mean if somebody can speak fluently?

Raana: it is very clear... It shows that he learns grammatical rules very well, fluency means knowing grammar… but, it must not be forgotten that grammar has another meaning too… and it is words….. Meaning… If you want to communicate, you need

words and grammars… and sometimes knowing grammar plays more important role comparing with words. While writing, if you have…you have… time you are able to …to manage it somehow…you write… go back and..And correct, mmmm….. Write again…. modify it….refer to…to…to…your grammar book…. check the sentences and…and….so on, but while speaking….. It ….it….seems impossible, you say a sentence and…and…. (Thinking)…..mmmm…. there is no place…no place…. to go back and…and…. correct your mistakes (deep breath)…I mean…. Knowing grammar and words are as important as each other.

Researcher: but, while speaking you can use body language? And above all there is immediate feedback from both sides during a conversation?

Raana: you are right, but you need to know grammar for using these techniques.

12.   Do you have any other comments or suggestions?

No. thank you, I will be so glad if I can help you. But for the last word I want to mention that grammar is a very essential phase in a language, not for correct writing but for correct speaking. Thank you

Thank you for your cooperation and your time

Appendix G

The first part of the protocol included date, time and place of observation, observer and observee's name using pseudonym. In the second part, I observed the learning environment, and after that the language teachers were observed on their warm-up, connectivity between prior knowledge and the lesson that was supposed to be taught, Teaching Methodology, whether they could explain in a comprehensible manner, repetition, giving feedback, providing reinforcement, any relationship existing between their beliefs and actual method used, their attitudes toward grammar, and activities in the class, whether these were appropriate for the purpose of the course and students' needs. The next part was related to the communicative activities; lessons integrated into other activities such as speaking and writing and finally the language learners under observation; whether students intellectually engaged with important ideas, teachers make learners aware of the importance of grammar, students' attitudes toward grammar, learners' needs, small group work, teacher's role, teaching method created motivation, any interaction, correction, material, any syllabus, adequate time and the pace of lesson.

The first day, I went the institute just for looking around. I read some books, talked to the secretary, principal and supervisor. I asked them for permission to observe the grammar class. They agreed but first of all I had to ask the teachers. I talked to the teachers very informally. They accepted my request on condition that I promised them not to report something happened in the class to anybody. I agreed surprisingly but I preferred not ask any questions regarding this matter.

It was supposed to be held four grammar classes, with four different teachers. One of them seemed to be reluctant to permit me to observe her class. But, I got the permission.

I was supposed to be an observer, just this, not more not less. I had to sit silently and do whatever to want, but before the class, it was expected that teachers say something about my presence.

I spoke with supervisor, he showed me the grammar book, and told he had chosen it based on his experiences. I asked him if he had tried to teach other books, he explained he has been teaching English for more than 30 years and a glance to any books would be enough for him to recognize that book was suitable for his language learners or not.
When I asked him if never thought about teaching another English grammar book, he strongly disagreed and told he had believed himself.

Then I spoke with the secretary. She didn't know anything about the books, the reason of selecting, and the qualification of the teachers for teaching grammar. She just told me before giving the books to the language learners; she must cut the key pages.

I went to the grammar classes; they looked like other classes with some English posters on the walls, whiteboard, and the arrangement of chairs were as same as other classes; chairs were put on the walls, like a semi-circle.
The most obvious point is that all the teachers were afraid of me to report something they did in the class. One of them asked me to promise her not to tell anything about her method. And above all, they were too afraid to be recorded their voices. I hardly convinced them that their information gave me would be kept as topic secret. At that

time I preferred not to ask anything, because I believed that I could discover the reasons of this feeling during my observation or interviews.

23rd June, Wednesday, Raana, First Session, 4-6 pm

I interviewed with the teacher before starting the class; asking about her teaching method; she strongly believed in Audio-Lingual. And she also had prejudice on speaking English during the class all the time, asked her if she had been sure that all the language learners understood or not, she replied it wasn't important. The most important thing was she must speak English all the time.

The language learners were fifteen students. I sat in the corner of the class. The teacher introduced me to the class and explained very briefly about my research; then she introduced herself and asked them to take out their report cards to check them; she wanted to be sure that everybody had passed the previous semester. After that, language learners introduced themselves. She spoke English all the time and if any language learner spoke in Persian, she was totally ignored and the teacher pretended she didn't understand her by asking the question from other students: "do you understand what she is talking about?" or some expressions like "I don't know this language", "how strange you speak!" I noticed some language learners were confused and two of them were laughing!!!!!! (Why? I don't know).

After finishing the introduction PARTY, she immediately distributed the books; explained about the importance of teaching and learning grammar and summarized the book in some sentences and finally gave some details about the book. And without any delay, she started teaching the first five pages from the book, it was about nouns and pronouns, first she explained the grammatical rules; what the subject was, its application and used it in some sentences; two or three sentences, then she wrote everything she told on the whiteboard. After finishing her explanations, she gave time to the language learners to answer some questions in their books. Then, she checked the questions for the students. She taught possessive and reflective pronouns in this way. The first five pages were finished, if the students had questions or did not know the meaning of words, she explained in English. While answering the questions, language learners talked together so much; nobody answered the questions in their own way. After finishing the class, I spoke with the teacher; asking about the pace of teaching and learning. She replied that she had had no way, she had to teach too fast to cover all the materials on the book during one semester; she had to teach at least 8-9 pages every session.

26th June, Saturday, Raana, Second Session, 4-6 pm

Before going to the class, the teacher gave me a short biography; she started teaching English since she had been a university student, but she didn't like to teach English grammar. And she believed that teaching English grammar was useless; just speaking English in the class was enough for students to learn English language and English grammar, both at the same time automatically. But she assumed that if teaching grammar was compulsory, the best method was Audio-Lingual, and native language must be forbidden in the class even though the language learners were not able to understand their teacher, finally they would understand and time could solve this problem.

She taught as previous session, she didn't speak Persian at all. None of the language learners asked questions; neither previous lesson nor the new one. The students didn't work individually; they had group work, while working in the group, students spoke Persian for finding the answers of the questions, discussing about the correct answer and explaining about the grammatical point mentioned in the question.

After class, I talked with three students. First, they hesitated to talk about the class, I was assured them, their statements would kept as secret, although, I had to put aside my recorder. They confessed that they didn't understand the most points which was taught in the class in English especially grammatical points. They had to use some other extra books which explained grammar in their native language after class or they asked some other students or some other teachers. In the class, they concentrated on the answer of the question they were supposed to find and if they didn't know they tried to ask some other students. When I asked them the reason for their fear, they didn't give me a reasonable answer.

28th June, Monday, Raana, Third Session, 4-6 pm

Before class, I talked to the teacher and asked her to apply another method or at least apply all rules in Audio-Lingual. But she believed that her selected teaching method would work and she was sure that students understood every aspect of the lesson; since they answered some questions related to the lesson after teaching and language learners were able to find the correct answer' it meant that they understood the lesson. If they answered questions correctly, it meant they understood, if they answered wrongly, she recognized which part was not clear for them and they needed more explanation and she would explain again with more examples.

The lesson was about countable and uncountable nouns. All the time, the teacher explained the rules in English, language learners (15 students) were silent; after finishing the lesson, they didn't ask any questions, while answering the question on their books, they talked together so much and they exchanged their books a lot of times. They answered the majority of questions correctly, but it seemed that they didn't get the point precisely. I asked them to talk with me after class; five of them were ready to talk. They told me they had not understood that lesson; nothing at all, they asserted they didn't know how they must ask in question their ambiguities. They told they had always problem in countable and uncountable nouns. All of them agreed if teaching were not done in English, they could understand better.

30th June, Wednesday, Raana, Fourth Session, 4-6 pm

Before class, I talked to the teacher about her teaching method. I told her my experiences about teaching in English and Persian; but she had insisted on teaching just in English; she believed that it wasn't important if language learners understand and learn or not, the most important point was speaking English in the class, I asked her if the purpose of teaching grammar was not learning it. She replied that learning would take place during the time and this kind of learning was the best one; because language learners would learn deeply.

The class was started; first of all the teacher asked students if they had any questions of previous lesson; some of them asked some questions, I noticed that they wrote the questions on a piece of a paper and read it out. The teacher explained in English and

they sometimes took notes rather writing out the whole explanations. After finishing questions and answers, the teacher asked them to check the homework, since most of the language learners didn't do it, they were given time to do at class in group, after that , they read the questions and answers one by one.

3rd July, Saturday, Raana, Fifth Session, 4-6 pm

Today lesson was very simple, because most of 15 language learners studied it before at their schools and they didn't have any problems in this field. They answered the questions very quickly and they didn't have any questions, too. For this reason, the class had extra time and the teacher decided for a quiz and she faced with strong objection from the students. After complaining for a while, the teacher did something she wanted. I had to quit the class after students promised me to stay after class for interview. When they finished their quiz, I returned back to the class; the language learners were not very satisfied; I started with this sentence that you had learned the grammatical points very well, but they stated that they hadn't. Some of them told me they learned the rule but they couldn't apply it and if there were not a sign in the sentence, they were not able to recognize; they pointed out that doing some examples after teaching was so easy, because they knew these questions were related to the same topic; present simple or present continuous and they could apply the mentioned rule but when they encountered with mixed questions from that book, they couldn't recognize which rule was for which question, for instance, if there were "now" in a sentence, they would know that it was present continuous, but if there were not any signs, they would not recognize. When I asked them the reason of their inability, they didn't know. I talked with the teacher and reflected the language learners' comments. But she told me it was not important because they would learn gradually and finally they would be able to apply the rule correctly.

5th July, Monday, Raana, Sixth Session, 4-6 pm

One of the students had brought the book related to grammar whose title was "Grammar in Use". She said that one of her friends had tuition classes (private teacher) and they used this book. She asked the teacher to have some explanation about the book. Then, the teacher had some in English. The students were watching each other; and seemed that they could not understand very well. After the teacher speaking finished, the language learners passed the book on and were talking to each other in Persian about the book. It seemed that they liked the book. After a while, the teacher started to teach as usual.

7th July, Wednesday, Raana, Seventh Session, 4-6 pm

The teacher taught like before. I talked to all students after class, we sat in the class and all 15 students participated in the talking; and we did in the form of group, the language learners presumed that they understood the new lesson after class and sometimes at home and at that time they could recognize which part was not clear for them not in the class. And some questions came to their minds and they prepared the questions before coming to the class and asked their teacher but unfortunately, they were not able to understand teacher's answer completely.

10th July, Saturday, Raana, Eighth Session, 4-6 pm

Today's lesson was about Present Perfect. The teacher started teaching as usual. The students had problem in "present prefect tense". It seemed that students could not understand the concept of PP. After class, I talked to the teacher and students about PP, the students were mixed up PP because in Persian like this means past tense while in English it means present. They also could not recognize the application of it. The teacher said that they can learn it when they used frequently; but the students were disagree. They remarked they do not feel safe for learning and they cannot rely on future. It was not important for teacher to making students' trust. One of the students said that she needs the information in present time in order to entrance exam for university and final exam and maybe she would not need to speak correctly in future.

12th July, Monday, Raana, Ninth Session, 4-6 pm

The subject of teaching was "going to" and "will". The language learners had a lot of problem about these issues. The teacher had to be explained a lot, many times, she repeated her explanation, at the end when she asked: any questions?" nobody said anything, but they couldn't do the exercises when the teacher asked them to do. They did not know which one they should use ("going to" or "will").They asked a lot questions and had problems while doing the exercises. They did not have many problems about previous exercises.

14th July, Wednesday, Raana, Tenth Session, 4-6 pm

Before class, I talked to teacher, she was supposed to finish all the remained pages of the book and after that they wanted to review very fast, because the students had midterm exam in next session. The class was as usual with a small difference that teacher spoke very fast, and taught faster than her speaking, when she finished the assigned pages for the midterm exam , started to review from the first page; page one: "do you have any questions? If so, ask if not we pass it, in this way, she reviewed all the pages, and if a student had problem she explained in English and sometimes asked them to refer to their notes. After class, I interviewed with four students; they said that they have learned completely and they thought that would have good exam. They were not satisfied with this kind of teaching method. They preferred that teaching should be done in Persian; if the teacher wanted to speak English all the time, she should speak word by word (slowly). It was better, the teacher said grammar like dictation so that students could write or they were given some pamphlets. I suggested this proposal to the teacher; she replied there was no time for dictation and about pamphlet she must talk to the supervisor.

17th July, Saturday, Raana, Eleventh Session, 4-6 pm

I talked to the students after exam. They were not satisfied with the exam. They knew the rules but they did not know the application of them. They had problem to use different tenses. It means that they did not know why they should use present tense and why not past. If the sentence did not have any adverb; they did not know which tenses they must use. The language learners declared that if they knew grammar very well; maybe they did not have any problems. They added if the grammar was taught in Persian or in other way; they could understand without any problems in application.

The main problem proposed by the students was teaching grammar in English. They said that if they wanted to teach grammar in English, it must be taught in higher levels.

19th July, Monday, Raana, Twelfth Session, 4-6 pm

The class started with announcing the exam scores. Language learners thought that they were deserved to get better results. They protested because of their low scores, because the teaching was not started yet, I asked the language learners (two, very close to me) about the reason of their protest. They said that they thought they knew everything because they had learned every rules about grammar so they thought they could apply the rules properly, they also added they memorized everything perfectly. I tried to ask them what is the difference between memorization and learning, they didn't have precise answer.

Finally the teacher started to teach. The language learners seemed impatient; apparently they didn't pay attention to the lesson just when the teacher was writing something on the board they took notes. After the class I asked the teacher if it was possible to use another teaching method just in one class experimentally; she answered that she would think about it and she let me know after making the decision.

21st July, Wednesday, Raana, Thirteenth Session, 4-6 pm

Today lesson was "used to" and imperative sentences. With the second part, the language learners didn't have any problems , but regarding used to, they seemed confused especially when they wanted to use it in negative or question form, almost always they forgot to delete "ed", several times, the teacher reminded them, but they would repeat it again and again. The teacher had to use an analogy, she compared "used to "with past sentences when they wanted to change to question form or make it negative and said as you deletes "ed" when you had "did", you must delete "ed" of used to. Finally, they learned the changes, but they were not sure when they could use it.

24th July, Saturday, Raana, Fourteenth Session, 4-6 pm

I talked to the teacher before the class about teaching the conditional sentences; I was so curious about how she was going to teach the conditional sentences. This lesson seemed hard; because there was no such a thing in Persian; it was hard for the language learners to apply them because it wasn't tangible.

The teacher told the language learners before the class to listen carefully, because she thought this lesson was difficult, so they did, they listened carefully, they wrote all the formulas down and they did the exercises according to the formulas. It seemed that they understood everything but when I talked to them after the class, I found out that they did not understand they just did the exercises according to the formulas, They were all conscious that they couldn't use the conditional sentences in a conversation or in a writing.

When I talked to the teacher she said she had the same feeling at first, she said she was hesitant while writing conditional sentences, she said she checked the conditional sentences when she used it in a writing several times just to be sure, she even said she

sometimes used another sentences but luckily if they used it for a long time, they could actually learn it.

26th July, Monday, Raana, Fifteenth Session, 4-6 pm

The class was as the same as previous classes; the subject was modal verbs and the language learners had studied it at school; so they knew. After class, we had a group interview with language learners and language teacher in the class. However, the language learners studied this part at school and also in the English class in language centre, they remarked that they were not sure about these verbs, they couldn't recognize how to use them and they didn't understand the differences between them. The teacher answered that when they used Modal Verbs several times, after a while, they could also apply them unconsciously. One of the language learners said that if we learn them unconsciously why the grammar should be taught. The teacher replied it was language centre policy and before going to next level, you had to pass this course. Then I talked to the teacher and asked for the reason of mentioning unconsciously, she said that she was talking about inductive form of learning. From beginning, the language learners were learning English inductively in the classes and just in this class they learned it deductively. The teacher explained to the students that the aim of this class was to improve their learning and they were supposed already to know all the rules in this book. The students said with a laugh "this assumption is wrong and this class in not useful for us". They preferred the previous classed.

28th July, Wednesday, Raana, Sixteenth Session, 4-6 pm

The teacher taught the remained pages of the section quickly. Language learners were sitting quiet at their sits. The seemed bored because they were checking the clock every minute and writing down something from board; and whenever they spoke the teacher asked them to be quiet. So they decided to stay quiet. The teacher was very fast today; it seemed that she was just trying to do her job but even with that speed she couldn't taught enough and the exercises were not finished. She didn't have any time for asking the language learners do some exercises as examples from the book; so she did it herself.

31st July, Saturday, Raana, Seventeen Session, 4-6 pm

Today the teacher was in a hurry because of her schedule and she believed that she couldn't finish the book on time; so she decided ask the students to stay in the class today a quarter after the scheduled time and because of this there was no time for interview. She wrote the formulas really quickly on the board and answered some exercises from the book as sample, and she decided to do the rest if it were time at the end of the class. The language learners were writing everything that was on board with samples in silent. No one was taking notes; they were all just writing the exact things that were on board. It seemed that they don't understand it; the subject was gerund and infinitive it seemed to be hard for the language learners to understand it very well. After the class, I talked to the students; one of them said that the reason that they were taking notes was that it gave them self-confidence; she also said that in this way, they feel that they have learned. One of the language learners confessed that they didn't get the lesson but taking notes is a document that they were in class.

1ˢᵗ, August, Sunday, Raana, Eighteenth Session, 6-8 pm (Extra Class)

Teaching was started as usual, the language learners seemed tired or bored or something like this. While teacher teaching, they sat without doing anything , just taking note sometimes, In fact, they didn't participated in the class. The teacher taught like a lecture and finished every part of the book very fast, she explained everything related to the grammatical points very fast and explained more than needed, but with this extra explanation, it seemed that the language learners were not able to understand completely, actually, she wasted the time of the class with extra explanation .

2ⁿᵈ August, Monday, Raana, Nineteenth Session 4-6 pm

Before starting of class, I got the teacher's idea about grammar again. She did not believe understanding grammar was possible and just believed that practice can solve the problem of grammar learning. She believed that "it is a good idea if learning grammar was accompanied by repetition and practice, otherwise it won't be important". The teacher was teaching very fast as same as before. Students were writing silently without any questions. The language learners did not have any opportunity neither for answering some exercises as sample nor asking questions. In other words, the teaching was teacher-cantered. The teacher was teaching like a lecture and students were just listening. At the end of class, the teacher was not satisfied about speed of teaching and was worried that she could not finish the book on time. She added if she could finish the book, she could not do all exercises in the book. It seemed that she just wanted to do her duty. She taught all related materials just in English and covered the book and did not care the language learners were learning or not. I asked the teacher whether the main purpose of teaching was learning or not; she replied that "learning would be occur; because they are hearing some English words during learning and in this way can help for learning unconsciously.

3ʳᵈ August, Tuesday, Raana, Twentieth Session 6-8 pm (Extra Class)

Before starting the lesson, teacher told this part was better to memorize and unfortunately there was no way to learn it unless it was memorized. The lesson was frequency adverbs and linking words. She drew a diagram on the board and wrote the adverbs from 100% to 0%, and wrote one sentence as an example and substituted frequency adverb one by one. The language learners copied everything very fast and regarding linking words, teacher explained some cases for using these words for similarities and differences and gave definitions for most of the words mentioned in the book and finally asked them to memorize them with their definitions.

4ᵗʰ August, Wednesday, Raana, Twenty-First Session, 4-6 pm

Today lesson was phrasal verbs. The teacher started teaching quickly today; but she could not finish the last part even with that quick start she had. No one was satisfied in the class. They were supposed to read the last part themselves and they were told this part was easy and simple and it didn't need to be taught. So I talked to the language learners after the class; no one seemed to be happy with her teaching method. The language learners remarked that most of the words she used were English and they could not understand and they couldn't tell the fact that they couldn't understand it to the teacher.; So they didn't listen most of the time and they just asked after the class

from others or they got help from other books. They were angry because the book wasn't finished and they had to take some answers from other classes and they wouldn't give them easily (they were not happy with the class and teaching method).

5th August, Thursday, Raana, Twenty-Second Session, 4-6 pm

Final exam

23rd June, Wednesday, Somayeh, First Session, 6-8 pm

There were twelve language learners in the class. The teacher permitted me to observe the class provided that I would not say anything about the class and something happened during teaching and learning. The interesting thing I have found so far was that all three teachers were scared of reporting their activities. I was shocked and was not able to find any reason or could guess something. Before observing the class, I talked to the teacher regarding her teaching method. She stated that she was teaching based on Grammar Translation. I went to the class and sat at the corner of the class as usual. The teacher first introduced herself and then me in Persian; after that she checked the language learners' report cards. She distributed the books and started teaching. She explained the grammatical rule in English, and then in Persian. After explaining in English language, she gave some examples regarding the rule in English; in fact, she wrote every example on the board. She chose the examples from the course book (the book was course book and workbook) and the rest of them were supposed to be as their homework. She taught 9 pages. While teaching in English, language learners did not pay attention carefully, but they concentrated on the lesson when the teacher taught in Persian and also they took some notes; asked some questions and answered the question if the teacher asked the class. After class, I talked to the teacher and asked her the reason of teaching in English and Persian, both. She confessed that she had to teach English based on language centre policy, but as she was sure that her pupils could not understand all the grammatical points in English she also explained in Persian. I asked her how she knew this fact, since it was the first session of the class and she told that some language learners had been her students in previous semesters and she was familiar with their language proficiency. I mentioned that (cautiously) it seemed that the students did not pay attention while teaching English, but she strongly disagreed.

26th June, Saturday, Somayeh, Second Session, 6-8 pm

The class was started with delay, since one of the students from previous semester fail her class and came and cried and begged for the passing mark. For this reason, half an hour was missed. After that the teacher started to teach and because she was in hurry, she didn't ask the students do the questions related to the new lesson. She just taught very fast and assigned all the questions as home work.

After class, I talked with four students; all of them wanted to be taught in their native language and confessed while teaching in Persian, they just listened and learned and they didn't need to be taught in English. I suggested them to listen to the lesson while teaching English and then tell me their opinions. Two of the strongly believed that

learning grammar would not be helpful and they were never able to use the materials they learned in the class so far. They could not write or speak based on learned grammar; otherwise, they were able to apply some sentences which are heard frequently. One of them agreed with teaching and learning grammar; she believed that it would be helpful some day and the last language learner was indifferent.

28th June, Monday, Somayeh, Third Session, 6-8 pm

Based on the students' opinions of Raana class and observation it, I decided to talked the teacher and asked her idea about teaching countable and uncountable nouns. She pointed out in her opinion, that subject was too difficult to be understood by the learners. I suggested her to teach just Persian in the class rather using both languages, but she rejected my suggestion and gave reason that she was not allowed to speak Persian all the time in the class. Anyway, the class (10 students) was started; while teaching English, language learners were listening very carefully, but while teaching in Persian, they participated in the class activities asked some questions and even gave some examples. While teaching English and Persian, they took some notes, when I looked at their notes, I saw they wrote all the explanations in Persian, just examples were in English with a Persian explanation in front of them; some of them had explanation not all. They did two or three activities as usual, it was with more explanations by teacher, and the rest of them were their homework.

After class, I talked with three of the language learners. They wanted to be taught in Persian, just in Persian, they asserted for grammar, the best way was teaching in Persian, they told when the teacher taught in Persian, they could learn all of them and they could understand better and above all, they could ask their problems.

30th June, Wednesday, Somayeh, Fourth Session, 6-8 pm

The class was started with calling the students; names for checking their attendance. There were 12 students in the class but the most time of the class was spending on group discussion because one of the language learners had a problem. After that, the teacher started teaching hurriedly. And she didn't do any questions from the book as examples, but she gave them spelling test.

After class I asked the students to stay in the class for a few minutes and I did group interview. The language learners pointed out that today class was very enjoyable for them because they loved group discussion and above all, the teacher taught very fast and fasting teaching was far better than normal teaching. They listened just Persian part, took some notes and would be able to use their notes at home for doing their home works, but they didn't like to do any tests without prior notice.

3rd July, Saturday, Somayeh, Fifth Session, 6-8 pm

I talked to the teacher before the class; she believed that today lesson was easy for teaching (pp. 37-45); because the language learners have already learned this part at school. So they would not have any problems in the class, because of having extra time, the teacher wanted to give them spelling test. I asked her "no need to say students before dictation" she replied that in this way she could measure students' knowledge and no need to record their scores. As usual, she wrote every formula on

the board and explained them in English and Persian with some examples. The language learners didn't pay any attention to the teacher even while speaking Persian. It was obvious that their minds weren't there at all.

Unlike the teacher's prediction, there was not extra time because the mother of one of the language learners came to the class and interrupted the class unexpectedly. When the teacher was talking to her I started to interview with the language learners. They were positive about this lesson but they said they didn't need to review the formulas because they knew what they were and they said it was boring to study these formulas all the time. They all wanted to know how to apply these formulas in sentences and in conversations. They declared that learning grammar in this way was not useful and knowing the correct sentences were enough and the important thing was that when they should apply these sentences. When I asked them how they didn't know that.

5th July, Monday, Somayeh, Sixth Session, 6-8 pm

The teacher started the class by checking the exercises; she called the language learners randomly and they read their answers; if it were correct, they would pass, otherwise, the teacher asked her the reason for choosing the answer, if the language learners could say something and found her mistake, the teacher gave more explanation and if she were not able to answer, the teacher called the other name. If second students read the correct answer, the teacher passed without any explanations. After class I asked her about the students with wrong answer and no explanations, she replied that she could refer to her note about the lesson.

7th July, Wednesday, Somayeh, Seventh Session, 6-8 pm

Today lesson was present Perfect, since we don't have this tense in our language, many language learners have problem regarding this tense and about applying it. Since the teacher explained in Persian with some examples and also translated all the examples and explained it in details and emphasized the language learners must be very careful since we didn't have it, when after class I asked the students, it seemed that there was no problem at all.

10th July, Saturday, Somayeh, Eighth Session, 6-8 pm

Today lesson was about the future tenses. Before class I talked with the teacher and asked her if she had any experiences for teaching this part, since many Iranian had problem using these tenses (will, to be going to, present continuous), the most common word has been used for showing future is "will" and sometimes "to be going to" but present continuous for future are used seldom. She believed that after some years and more practices, the language learners were able to apply it. The class was as usual, English, examples, Persian, doing some exercises by students. After class, I talked with some language learners, they were not sure about understanding the lesson and they wanted first to do their homework, after that they could say understand or not.

12th July, Monday, Somayeh, Ninth Session, 6-8 pm

Because the class didn't progress based on the syllabus and not checking the exercised, the teacher taught very fast and checked the exercises and the next class is devoted to check the home work and answering the questions.

14th July, Wednesday, Somayeh, Tenth Session, 6-8 pm

In this session, the students just did some exercises and they asked question if they had any. The teacher explained all the grammatical points related to the questions. Because the students were in rush, there was not any opportunities to be interviewed. I talked to the Supervisor about pamphlet but he disagreed; and said that if the students had the pamphlet, then, they would not concentrate on the lesson.

15th July, Thursday, Somayeh, Eleventh Session, 6-8 pm

It took a long time for the language learners to give the mid- term exam. After the exam, the language learners were talking about the exam with each other. They thought that the exam was too tough for them. One of the language learners suggested that if they answered one question in each part as a sample same as whatever the teacher did in the class, or if the instruction explained clearly what the language learners should do exactly or which tenses they should use; the students could recognize the point easily. Most of the language learners had problem with application of tenses. In other words, they didn't know which tense they should use. Most of the language learners declared that they translated the sentences first and then they used the correct verb according to the translation. Since, some of the structures are different in two languages (Persian and English); so, they had problem for choosing the correct tense. Another problem was that they didn't know the translation of all sentences.

17th July, Saturday, Somayeh, Twelfth Session, 6-8 pm

The exam scores were not ready yet. The students protested; but the teacher said that the next session would bring the exam scores. The subject for teaching was passive sentences. Most of the time, teacher was talking in Persian. She taught in English briefly (just few sentences) and continued important points in Persian. Apparently, the language learners did not have any problems about comprehension; but some of them had problem for applying of present continues tenses (it didn't a lesson in their book, but the teacher taught it, when I asked her after class, replied because of more clarity). It seemed that they compared their mother tongue to English language.

After class, I interviewed with two language learners; and asked them about the idea. They approved my hypothesis and said that they were always doing that; but did not think about this issue before. Apparently, they were unconsciously searching the relationship. I talked to the teacher about it. She said that it was difficult to make relationship between English and Persian for every grammar points. It is possible in some cases; but most of the time, it was difficult and sometimes not possible. If this kind of teaching method was supposed to be chosen, the supervisor must develop it in such a way the similarities between two languages would be highlighted.

19th July, Monday, Somayeh, Thirteenth Session, 6-8 pm

One of the language learners brought sample questions in the form of a test and asked the teacher to answer them and explained if there were any grammatical points. The teacher accepted to do it after the main lesson. The discussion was about conditional sentences. The language learners were taking notes in Persian, they did some exercises down and then the teacher started doing the paper that the language learner brought.

When I talked to the teacher after the class, she explained that if the language learners could understand the formulas, there would be no problem regarding teaching in Persian. she said she used her own teaching method and she was sure it would work well, she believed that while teaching Persian, for example for conditional sentences, the language learners made where to use the right conditional sentence and when she was a language leaner, she used translation for applying the correct conditional sentences and she could learn very well, so she was sure that it would also work for the language learners.

21st July, Wednesday, Somayeh, Fourteenth Session, 6-8 pm

Before class, I talked to the teacher. It was supposed to give the students exam scores. We were talking about Modal Verbs and the best way for teaching them, since we don't have such verbs in our language. The teacher believed that just practice can solve this problem. In the beginning of the class, teacher said the scores of language learners. The students were curious about the answers of the exam questions. Teacher said that she would check all answers of exam questions. During explanation of grammatical points, she explained the sign of the correct tense (e.g. now: for present continuous) for language learners; and all explanations were in Persian. The students were taking notes and when they learned the correct answers, said oh, for this reason, or I knew it. I asked the students if they did not know the reason; how they could find correct answers to most exam questions. Most of them said that it seemed just correct one without any reason. Most of the class was spent for questioning and answering and in the end of class because there was not enough time for teaching; the teacher postponed the lesson to next session.

22nd July, Thursday, Somayeh, Fifteenth Session, 6-8 pm (Extra Class)

The teacher said that she had to teach 2 lessons in one day. She also said that it might reduce the learning outcome but there was no way. She had to finish the book on time because of time limitation, they missed some classes based on the time table and they had to cover twenty two sessions; for they needed some extra classes. The teacher told the language learners before the class that there was no time for asking questions unless it was very very necessary. After that she started the teaching. She taught some parts just in Persian and the normal parts in Persian and English. The language learners were writing things from the board and they were taking notes. They asked question rarely because they understood almost everything since they were taught in Persian. The teacher was teaching very fast. At the end of the class I couldn't interview to anyone because they said that they all were tired and they remarked that they were busy writing all the time during the class and they didn't have energy for interview.

24th July, Saturday, Somayeh, Sixteenth Session, 6-8 pm

All the time, the teacher was teaching very fast without doing any exercises from the book. The language learners were taking notes and copying from the whiteboard. After class, I talked with all students in group form, because the grammar was being taught in Persian, they were very satisfied. The students declared that they could understand the English concepts very excellent. They also said teaching English helped them to be familiar with grammar concepts. They added if did not understand some concepts in English; they could learn it while teaching in Persian. In this way, they could learn the meaning of words as well. The students did not pay attention to lesson during English teaching, because they were sure that teacher would teach the lesson in Persian as well. The teacher believed that the main objective of teaching is learning so it does not matter in English or Persian. She added the subject should be taught in Persian if it were learned well enough. Somayeh declared that if the students could learn totally, they could apply the grammatical rules properly in future.

26th July, Monday, Somayeh, Seventeenth Session, 6-8 pm

She taught very fast, just explaining, writing on the board and finished. There was no time for doing some exercises, it seemed that she wanted just to cover the material, it was not important the quality of teaching to her. The language learners just wrote, took some notes. After class, I asked the teacher about her fast teaching, she was so tired and just told me she had to cover the book and because of time limitation, there were many pressure, and also she was sure that students could not understand the most part of the lesson, but she had to continue this way for the rest sessions, she smiled and told: "now you can understand why I use Persian, language; learners are not able to understand if just speaking English".

28th July, Wednesday, Somayeh, Eighteenth Session, 6-8 pm

Before class, I tried to continue our conversation from last class about teaching in Persian, I suggested she could do it just in Persian, if so, they had enough time, but she boldly answered that it was language centre policy as I told you before and I cannot. I didn't say anything and went to the class and she just taught very fast.

31st July, Saturday, Somayeh, Nineteenth Session, 6-8 pm

Before starting the lesson, the teacher told that they were supposed to finish the book today and after that in next two classes, they would have enough time to check all the practices in the book. The students objected and said they didn't need to check the practices, they preferred to be taught, but the teacher didn't accept and taught very fast. After class, I asked her why she insisted on checking the practices, she told because the supervisor wanted so, and if one of the language learners would tell not to check, she would have many problems.

2nd August, Monday, Somayeh, Twentieth Session, 6-8 pm

Today was just checking the homework, because most of the language learners didn't do the exercise; so the teacher said that she was not going to tell the answers next class and they must do it themselves so that they would be able just to check the answers

quickly not writing them, but this class was progressing so slow because most of the language learners didn't write the exercises and the teacher was forced to tell the answers slowly so they could write. Some language learners two or three who did the exercises were helping.

I talked to the language learners and the teacher after the class; the language learners believed that doing the exercises was not necessary because there were examples for every part they deduced from the examples what they should do, but the teacher believed that doing more exercises means learning more; so they all decided to do the remain exercises next time

4th August, Wednesday, Somayeh, Twenty-First Session, 6-8 pm

The practices were finished quickly today. The teacher reviewed the main parts of the book quickly. The language learners attended in answering the question of the book as they did as homework. The class was held in Persian. In the last minutes of class, I asked the teacher to leave the class in order to have feedback from students but she did not accept. She explained to me she could not leave the class earlier. Since, there was extra time I asked students' opinions about class. They were satisfied but said that no need grammar to be thought in English. Teacher could teach in Persian and during teaching could use some English words if they were needed. They said that no need to check all the practices in the class, just 2-3 practices were enough. They believed that they could answer the exercises by referring to their examples in the book. In general, they were satisfied with teaching methodology when was done in mother tongue.

5th August, Thursday, Somayeh, Twenty-Second Session, 6-8 pm

Final exam

22nd June, Tuesday, Mahsa, First Session, 4-6 pm

Today is the first session of the class. The age of language learners range from 14 to 17 years. The number of them was 11, all high school students. This is Mahsa's class and she permitted me to attend in the class reluctantly. She didn't introduce me and the language learners looking at me surprisingly. I am sitting at the corner of the class, silent and thinking why she doesn't like me? I started with field- notes.

There are some English posters on the walls which aren't related to grammar; parts of body, the names of different fruits and a map. The arrangement of chairs is as same as other classes, facing to whiteboard, and there is nothing to show that this is a grammar class. First of all, the teacher introduced herself; she is speaking Persian, maybe because it is just introduction. She is explaining about the date of starting (today) and finishing the class, mid-term and final examinations' dates and then ask the learners to introduce themselves; in English. All the learners introduced themselves, name, surname and age. While introducing, the teacher checked the report cards for last semester to make sure they passed and asked the name of last semester teacher. After finishing this part, teacher asked them to write a very short biography and explain about themselves. She is speaking English and Persian. Now, it is 20 minutes that language learners are writing, and the teacher asks them after finishing, submit the papers. It took around half an hour and everybody finished now. The teacher pointed

out learners could do anything they wanted except going out of the class, because books were not available, she was not able to teach. The girls are talking together, in pairs, or in groups of three or four and I am sitting and the teacher is sitting on the desk, in front of me and I do my best to avoid any eye contact.

24th June, Thursdays, Mahsa, Second Session, 4-6 pm

The language learners were 14 persons. I was admitted reluctantly and difficulty in the class, AGAIN. The teacher started with attendance list. Then, she distributed the books and after that she started teaching. She explained every English grammatical rule in Persian; next she wrote some examples on the board and explained them in Persian, too. Then she asked the language learners to open their books and do some exercises. Meanwhile, she sat on the chair and just looked at her students, she frequently looked at her watch, and it was seemed that she watched the time. After a few minutes, she stood up again and announced that they wanted to check the answers. The students read one by one and she explained some points in Persian in case of misunderstanding.

 After class I talked her. When I asked her about the reason of using Persian in the class, she replied that the goal of teaching English grammar had been learning English grammar not English language; speaking or listening. While teaching and learning grammar, students had problem even you taught in their native language; if it were taught in English, they could not absolutely understood. And above all, she had been taught in such a way for the first day and she had never been received any complaints, that is, this method , she called eclectic Method had been good enough and during teaching, nobody asked any questions since they were able to understand everything and also she told some grammatical expressions in English and it was enough for language learners to get familiar with these terms and she believed in some classes that teaching was done through English, maybe students had some questions but they didn't ask because of language barriers.

27th June, Sunday, Mahsa, Third Session, 4-6 pm

Before the class, teacher told me she wouldn't teach today and she wanted to take a quiz, and after that she wanted to check the questions of the quiz with the class; for this reason, it seemed that observation would be useless, in fact, she rejected me politely.
I used the unexpected opportunity and talked with the supervisor. I asked his idea regarding teaching in Persian or generally in native language, he strongly disagreed and believed that if native language were spoken in the class, language learners would get lazy after a while and they were not able to understand English and expected to be taught in their native language and after a short time, they would lose their attention to English and English words especially and they never understand. He said that he had been working for many years and based on his experience, teaching in English and not speaking Persian in the class was the best way of teaching and learning even though language learners did not understand. He didn't do any research regarding his claim; he just referred back to his experiences in this field. I didn't wait for the class to be finished, thought maybe the teacher didn't like to talk with her students.

29th June, Tuesday, Mahsa, Forth Session, 4-6 pm

Before class, the teacher explained that she had taught last session because she could manage her time and there was plenty of time after quiz. And now she was in rush and told me that my presence in her class caused she could not teach well and also the language learners could not concentrate on their activities, but last session everything went well. I did not know what I should do or say; told her to do my best not distract her class, her teaching and her students!!!!!!!!!!! But she asked me to leave the class earlier, stay just for half an hour for observation and after that leave the class quietly (10 students). I decided to do so for this session. The first quarter of the class was spent for calling the students' name to check their attendance and some questions and answers; the students talked about their marks of the quiz and some of them wanted extra marks as a gift. After that, the teacher started to teaching as usual, and in the middle of her teaching, after a quarter, I quietly left the class. Before starting the class, I asked students to wait after class to talk together; but nobody came after class!!!!!!!!

1ˢᵗ July, Thursday, Mahsa, Fifth Session, 4-6 pm

Before class, I informed the teacher that her students canceled our meeting without any notice last session. She replied that she asked her students not to talk me after class because she believed that speaking about class and asking about the teachers would just led to mistrust; the students would lose their trustworthiness to the teacher and class. For this reason, she asked her students to refuse talking me last session. I asked her if it was possible she would attend while talking to the students; she told me she had to think about it. She allowed me to observe the class for half an hour (14 students), her teaching was as usual and after class she told me she was too busy to participate our talking and it was better we would do it sometime; in this way, talking with students was postponed.

4ᵗʰ July, Sunday, Mahsa, Sixth Session, 4-6 pm

She didn't accept me in the class very respectfully; told she was supposed to have dictation and spelling and it was not necessary I observed the class and did not accept to be interviewed.

6ᵗʰ July, Tuesday, Mahsa, Seventh Session, 4-6 pm

Again, teacher didn't accept me in the class and said they were supposed to have spelling test today. I waited till the exam got finished and I talked to some of the language learners randomly, they were not satisfied with spelling. I tried to change the topic and asked them some normal definition like present perfect and so on. They knew the definition then I asked them for some examples, it was OK. But when I asked them some grammar questions, they couldn't answer.

6ᵗʰ July, Tuesday, Mahsa, Eighth Session, 6-8 pm (Extra Class)

Today was an extra class. The class started as usual, the teacher started teaching and after that doing the exercises quickly. The class was quiet. The language learners were writing the exercises.

After the class, the language learners didn't wait for interview but I talked to the teacher and I asked her about the teaching method and teaching in Persian. She was

irritated and she said that it was not important but the most important thing was they could understand and learn, it was not speaking class. And also, Grammar wasn't really important in speaking and if the language learners could learn the structure and doing the exercises of the grammar part they could use it

8th July, Thursday, Mahsa, Ninth Session, 4-6 pm

Since I was not admitted in the class, I tried to do something else. I talked to the supervisor about the exam; the teacher said the questions were ready and she didn't need to do anything. The supervisor said that he wrote the questions based on his knowledge and experiences, he said he used them as pilot test several times and by this way he standardized the questions. The questions contain are related to the materials which were in the language learner' books and other issues that they should have known because they were pre intermediate. The questions were filling the blanks, structured question and multiple-choice questions. If the language learners were able to get high score, we would assume they understood well. I described the problem in such a way that the language learners did the exam very well but they couldn't use their knowledge in other similar situations, the supervisor believed that they would b able to apply their leaned knowledge with repetition and practice if and only if the teachers were speaking just English in the class.

11th July, Sunday, Mahsa, Tenth Session, 4-6 pm

The teacher didn't let me in because she wasn't going to teach today and she was just helping the language learners with their problems and review and checking some answers because next class was their midterm exam.

13th July, Tuesday, Mahsa, Eleventh Session, 4-6 pm

Midterm exam, no observation, no interview

13th July, Tuesday, Mahsa, Twelfth Session, 6-8 pm (Extra Class)

Again, I was admitted, I tried not to be noticed. The teacher gave them the question paper and stated to discuss about each question, the teacher read the question, then waited and asked the answer, when a student gave the answer, either correct or incorrect, she asked the reason, after listening, the teacher asked the other language learners whether the answer was correct or not. And she allowed the language learners to discuss with each other about their answers and the reason, and finally she gave them the correct one.

15th July, Thursday, Mahsa, Thirteenth Session, 4-6 pm

The language learners received the exam papers and their marks; the teacher was checking the correct answers quickly with reason. The teacher explained the grammar point and how the student could recognize which answer was right. This time, just teacher explained not discussion among students; the students just listen and sometimes wrote something. I talked to the language learners after the class, their problem was if there were no clear sign they wouldn't be able to find the correct answer or if the choices were too similar not be able to choose. Some structures were

not familiar to them and they prefer not to use them, it means that using them seems wrong to them even when they totally knew the rules and were sure that it was right.

18th July, Sunday, Mahsa, Fourteenth Session, 4-6 pm

Today, the teacher taught passive tense. It seemed that the language learners understood the lesson based on teacher explanation and they did the exercises well. The teacher taught them how they could apply passive tenses in some sentences and she wrote all kinds of passive formula on the board. The next lesson was the application of "used to" and because there was no same structure in Persian, it seemed that the language learners had problem with it. They asked too many questions from the teacher and it seemed they were not satisfied at the end. Since the language learners did the exercises very well I asked them how it was possible to be unsatisfied. They answered that it was because they had a sample from the questions so they answered based on the sample. The students added that they didn't exactly know where and how they should use it. I talked to the supervisor and he explained that if the language learners used same structures so much they could apply unconsciously it means it should be like "AL" first mechanically and then meaningfully, but their teacher's method was not "AL" .

18th July, Sunday, Mahsa, Fifteenth Session, 6-8 pm (Extra Class)

In this session the teacher wanted to teach the conditional sentences but she said that because it was extra class and a lot of students were absent, so it was better to postpone in to another session and they were supposed to have free discussion; for this reason my present in class was not necessary.

20th July, Tuesday, Mahsa, Sixteen Session, 4-6 pm

In this session, the teacher told me I could not come to the class because the subject of teaching was conditional and model verbs together and my attendance in class made students distracted. She was not willing to interview with me. After class, I tried to convince two students for interview. They did it reluctantly. I asked them the reason of unwillingness; they didn't say anything to show the reasons. When I asked about the teaching and learning method; they said that they did not have any problems and had learned completely. Then, when I asked them to write a text for me; they refused and said that if the teacher asked them; they would do it.

22nd July, Thursday, Mahsa, Seventeen Session, 4-6 pm

The teacher objected me and asked why I told the language learners to write a text for me. I tried to understand why she refused to accept me in the class; but she didn't answer me. She said that she didn't like my presence in class because she couldn't teach well. Then, I assured her that I was not here to judge and I was not going to say anything about her teaching method anywhere and even as I promised not to write the name of the language centre or teachers in my study, but She said not to like to come to the class because the language learners would be uncomfortable. I tried to take a time for interview after the class but she didn't promise anything. I waited until the class finished; but I couldn't interview with them. Finally, she gave me the permission to come to the next class reluctantly.

25th July, Sunday, Mahsa, Eighteenth Session, 4-6 pm

Today, before class, I asked the teacher "if I disturb you, I won't come to class". She didn't say anything, I convinced her; everything would be confidential. She told something that I guessed it was the reason of her refusal. She said that because the supervisor had insisted on teaching in English and she was teaching in Persian; so she did not want the supervisor to find out. One more time, I assured her nobody would find out. I asked her that why she did not teach in English and she answered that when understanding grammar in English was difficult for her as an English teacher, how they could expect that language learners understand and learn it. When the teachers, most of English teachers, had problems with understanding grammar in English how could they expect that language learners understand it? She added that she had taught grammar in Persian for a long time and according to her experiences not only her students were satisfied, but also they learned better. But somehow she could not act against the language centre policy, because she would lose her job. As usual the teacher taught in Persian and the language learners learned. And I didn't have any interview with the students because the teacher told me so.

29th July, Thursday, Mahsa, Nineteenth Session, 4-6 pm

The teacher said that she was going to take a quiz and my presence was not necessary and she also said that there was going to do some exercises in the next class and my observation was finished. I asked her about her opinion for teaching grammar again and she didn't had any new idea to tell, and she taught based on the language centre syllabus and it was not different for her what to teach. I asked about this specific class and she answered that she loved all of her classes and she definitely didn't care what she was teaching, the most important thing was how she to teach, in such a way that she was sure that the students understood and learned as much as possible and above all she loved her job and she loved to teach.

1st August, Sunday, Mahsa, Twentieth Session, 4-6 pm

The teacher said that she should finish the book today as fast as possible and because she didn't have time; she refused to have an interview with me and I was told after the class that she and the students were so tired. But, I could go to the class and observe if I wanted. It was obvious I did. So, I sat in a corner, the teacher was teaching fast and writing things on board and the language learners were writing the formula without any sound or asking any questions and she succeeded to finish the book in this way and she said that she was going to do the remain exercises from now on.

3rd August, Tuesday, Mahsa, Twenty First Session, 4-6 pm

The teacher said that my presence was not necessary because she was going to do the remaining exercises and she was not going to teach and for the interview she said that she already have told enough. I talked to the language learners after the class and they were happy with the teaching method and the class. They were happy because the teaching was Persian and they could understand all of it. In the classes that grammar was taught in English they couldn't even understand the language and without understanding how could they use grammar. They remarked that when they were

unable to understand main idea or sometimes some sentences they couldn't understand the whole thing.

5th August, Thursday, Mahsa, Twenty Second Session, 4-6 pm

Final Exam