The Impact of Teachers' Beliefs on L2 Grammar Teaching

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MA TESOL

(Teaching of English to Speakers of Other Languages)

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Submitted By

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The Impact of Teachers' Beliefs on L2 Grammar Teaching

Thesis

Submitted in Partial Fulfillment

of the requirements for the Degree of

MA TESOL

At

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By

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May, 2013

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Dedication

I would like to dedicate this research to my father, my-in-law father, my mother-in-law, my husband and my sons Junaid Hassan and Hadi Hassan who had been a great source of motivation throughout my research, and it would not have been possible to accomplish this study, if their cooperation and support had not been with me.

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Abstract

The following research studies the correlation between teachers' beliefs about teaching grammar and their actual classroom practices. There was a need of such kind of study in Pakistani context in order to make teachers realize the importance of knowing one's teaching beliefs before moving to changing them. This research is a mixture of qualitative and quantitative research. Survey questionnaire, interviews and class observations were used for data collection. Data was collected from three semi government schools where as five teachers were conveniently selected for class observations and interviews. The data was analyzed and interpreted to get the final results. It is concluded that there is a deep woven correlation between teachers' beliefs about teaching English grammar and their classroom practices of teaching grammar. It is recommended that teachers should know their existing teaching beliefs because it is the need of the hour to improve our educational standards by making positive changes in the teaching of grammar.

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Chapter 1

Introduction

Teaching is mainly an outcome of a teacher's perception. Philosophy of teaching revolves around one's understanding about how students learn, what type of instructions are the best suitable for deep and concrete learning, what actions should be taken to enact such instruction. It also defines ones teaching and learning goals and the specific areas in which a teacher wants herself /himself to improve his/her abilities. As Richards(1996) reflected in his book' work on teachers' maxims' that these maxims are a set of rational principles that function as ''rules for best behavior"(p.286). All these maxims cover all different aspects of teaching , including planning, encouraging and motivating learners, maintaining order and discipline in the classroom, empowering learners, as well as maxims related to accuracy, conform and efficiency.

The structure of a teacher's belief is quite simple or uniform. It seems to be interconnected and muli-faced. Teachers' beliefs deeply influence both behaviour and perception. Pajares (1992,p.324 as cited in Mohamad2006) claimed that their filtering effect "ultimately screens, redefines, distorts, or reshapes subsequent thinking and information process."

There is a crucial need to explore the teachers' perceptions about teaching English grammar and their actual classroom practices in private schools of Pakistan. Prabhu (1990 as cited in Mohammad 2006) too refers to the danger of reutilization or mechanical teaching: in order to improve educational standards, teaching philosophies of teachers is the most important thing to be focused. Whatever a teacher does in her classroom is an outcome of her educational beliefs, whether she is aware of her teaching philosophy or not. William and Burden (1994) state that teachers' beliefs play a vital role in the teaching learning process that is why teachers must know their own beliefs, philosophies or theories. They stress that teachers must record their personal reflection continuously because by becoming

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aware of their beliefs that they come to understand their own implicit theories and the ways these theories influence their professional practice. Teachers' beliefs can be transformed by experience, knowledge, professional development and making them aware of their teaching approaches. According to Fisher (2007) a teacher must understand his/her teaching philosophies so that he/she can work on further improvement. Most of the researches have focused only the self-reported beliefs through interviews and questionnaires, whereas a few have investigated whether these beliefs are practiced in classroom or not. No doubt, there is an essential need to find out whether there is a correlation between teacher's beliefs about teaching English grammar and their actual classroom practices.

1.1   Statement of Problem

Correlation between teachers' perceptions about teaching English grammar and their classroom practices.

1.2 Operational definition of teachers' belief

Belief refers to a teacher's personal perception about teaching English grammar. The entire teaching learning process revolves around their own particular beliefs about English grammar teaching.

1.3 Justification of the study

It has been observed in Pakistani context that different schools vary in their English language teaching objectives, goals, and assessment criteria of students learning and teachers' teaching. However teachers too on the other hand take grammatical concepts differently and use different teaching methodologies in their classes. So these differences in teachers' beliefs are the main source of motivation to conduct this study which explores teachers' beliefs about grammar and their classroom practices. It further finds out the correlation between teacher's beliefs and their classroom practices.

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1.4 Significance of the study

This study will motivate English teachers to know about their beliefs about teaching grammar and their influence on their instructional practices. It will in fact help to raise educational standard of English language teaching by enlightening the importance of knowing ones teaching belief and making an effort for improvement. Teachers, teacher trainers, principals, students and the whole educational system would benefit from this study because it studies the influence of teachers' beliefs on their classroom practices and encourages teachers to change their present beliefs in order to improve their instructional practices.

1.5 Aims and Objectives

The aim of this research is to explore the interconnection between teachers' beliefs and their instructional practices along with the factors that underpin these beliefs.
In particular, this investigation seeks to answer the following research questions:

1. a) To identify the beliefs of semi-government primary school teachers of Lahore about English grammar, its acquisition and methods of instruction.

2. a) To explore classroom practices of primary English teachers of semi-government schools of Lahore.
b) To find out the correlation between teachers' beliefs about teaching grammar and their instructional practices
c) To unfold the underpinning factors which constrain these teachers while translating their beliefs into practice.

1.6 Research Questions

- What kinds of beliefs do English teachers have about teaching grammar?
- What are the factors which underpin these beliefs?

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- How do teachers teach English grammar in their classes?
- What is the correlation between teachers' beliefs about teaching grammar and their class room practices?

1.7 Delimitations of the study

Eighty English teachers of semi-government primary schools of Lahore were selected to get data from survey questionnaire. Five teachers were conveniently selected for class observations and interviews.

1.8 Procedure of the Dissertation

The thesis is organized into five chapters. First chapter is an introduction which provides the outline of the research, its purpose and the context of the study. The next one reviews the literature relevant to English grammar teaching, its history, different approaches to grammar, interplay between beliefs and instructional practices etc. The third chapter explains research methodology, sample and instruments used for research accomplishment. Chapter four is about analysis, interpretation and discussion of the collected data. A concise summary of research, its findings, and conclusion has been discussed in the fifth chapter.

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Chapter 2
Literature Review

2.1 Historical Background of Grammar Teaching

Importance of grammar teaching in second language learning is well known. Long ago from the fifteenth century there had been a long debate on the problems of teaching grammar effectively. For centuries, language has been synonymous with language teaching then the role of the grammar declined with the introduction of communicative language teaching (Thompson 1996). At the beginning of 1970 the interest of 'real language' teaching emerged and more interest was taken in social and cultural teaching of language. Consequently, it proved to be a shift from audio-lingual and grammar translation methods to the exploration to communicative teaching of language. Hence integrative tasks were focused instead of discrete structures.

2.1.1 Importance of Grammar in History

Teaching grammar has always been a matter of controversy especially in second language acquisition as Thornbury (1999 p.14 as cited in Neupane 2009) says" in fact no other issue has preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of claims and counter claims for and against the teaching of grammar" .

2.2 Belief about teaching grammar and its influence

The main difference in grammar teaching methods is due to teachers' different views about the role of grammar. According to the historic overview of the role of grammar Bygate et al. (1994 as cited in Neupane 2009) says that in the light of the centuries old tradition of language learning dominated by Latin and Greek, the study of language is mainly the study of its grammar. In old times grammar has the central

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role in structural linguistics. According to Wilkins (1972 as cited in Bygate et al.1994 as cited in Neupane 2009) the aim of a language teacher is to enable the people to learn it .Some people have a view that grammar teaching is not essential because it doesn't facilitate second language acquisition. Krashen and Terrell (1983 p.144 as cited in Neupane 2009) are in favor of this idea when they say, "we prefer to avoid oral grammar instruction in classrooms imply because they take time away from acquisition activities. Whereas others own the view that it is essential to teach grammar. Ur (1996 as cited in Gnawali, et al.2061 as cited in Neupane 2009) has similar views when he shows his doubts about gaining communication competency to develop accuracy in learners when she says that the ability to communicate effectively cannot be acquired quickly or efficiently through pure class communication practice – not at least in the framework of formal study course. Thornbury (1999 p.16 as cited in Neupane2009) agrees with Ur and suggests that learning L2 without learning grammar is "at the risk of fossilizing sooner than those who receive".

2.2.1 Behaviourist and Constructivist Approach

The beliefs of language teachers about the process of teaching and learning play a vital role in their classroom practices and in their professional growth. Two main types of approached are there which occupy teachers' belief .One approach is behaviourist approach which is based on the stimuli present in the environment whereas the second one is constructivist approach which claims that learning takes place as a result of actively constructing meanings from the environment (Hoover 1996 as cited in Mohammad 2006). As Harste and Burke (1977 as cited in Irena Kuzborska research on Links between teachers' beliefs and practices and research on reading April 2011, Volume 23) states that teachers make their decisions about their classroom teaching according to their theoretical beliefs about the whole process of teaching and learning. They hold their own assumptions about teaching and learning according to their own particular approach, (Richards and Rodgers 2001 cited in Irena 2001). Irena in her research on Links between teachers' beliefs and practices and research on reading (April 2011, Volume 23) conducted in Lithuania proved that the teachers' classroom practices were guided by their beliefs

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and there was a very strong relationship between teachers' theoretical beliefs and their classroom practices.

2.2.2 Communicative approach vs. Structural Approach

Savvidou (2004) also believes that communication can't take place without structure or grammar.Ellis,1997 as cited in Sysoyev 1999) in her review of research starting from 1970 says that communicative teaching of English was thought to be ignoring grammar for the sake of focusing on meaning only structure. If we compare communicative (as referred to meaning-based) to form based (as referred to as structure-based) approaches in English language teaching that communicative teaching helps students to communicate properly but it doesn't guarantee that the student will speak linguistically correct sentences. Whereas the form based approach focuses on grammatical structures and linguistics which enables the person to speak accurate grammatical sentences. After this movement they started giving more priority to fluency rather than accuracy. It gave an ease to non-native teachers of English who felt difficulty in grammar teaching and for the native teachers as it was a good reason for their incompetence in grammar of their own language (Swan, 2006).But the grammar soon came into being by the half of 1980s.

2.2.3 Integrative approach to grammar

Ellis (2003 as cited in Mohammad 2006), among others argues that in order to achieve the objective of communicative competence, grammar and communication should have to be integrated. An integrated model is an approach in which some teaching strategies are used in stylistic analysis which not only explores texts, literary and nonliterary from the perspective of style and its relationship to content and form. This approach involves the systematic and detailed analysis of the stylistic features of a text- vocabulary, structure, register, etc., in order to find out not just what a text means but also how it comes to mean what it does (Short 1996 as cited in Savvidou 2004**).**

2.2.4 Deductive and Inductive Method

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Many theoretical proposals are there which try to incorporate such instruction into L2 curriculum. Among these are the distinctions between deductive and inductive approaches (Thornbury1999). Deductive approaches start with teachers explicitly stating grammar rules whereas the inductive approach doesn't start with the explicit presentation of rules. The students are made to discover the structures or may be asked to drive the rules that govern it. Deductive grammar instruction is related to rules driven instruction whereas inductive grammar deals with discovering the rules through consciousness raising (Rutherford 1987 as cited in Mohammad 2006).

2.2.5 Conscious vs. unconscious language learning

Krashen (1981 as cited in Mohammad 2006) distinguishes between conscious learning and unconscious acquisition of language, he says that language should be acquired through natural exposure, and should not be learned through formal instruction. In the traditional approach, where a language is consciously learned, attention is focused on the language in its written form and the objective is for the student to understand the structure and rules of the language through the application of intellectual and logical deductive reasoning (Krashen 1982 as cited in Vasilopoulos 2008).Opposite to the previous approach the indirect approach of CLT is mainly based" on the learner's ability to interactively negotiate meaning, with new linguistic forms being acquired incidentally during this process. Therefore, applying these principles in the classroom requires new classroom techniques and activities. Additionally, these principles call for new roles for teachers and learners. Instead of relying on activities that demand accuracy, repetition and the memorization of sentences and grammatical patterns, these new activities require learners to negotiate meaning and to interact meaningfully in the English language.

2.2.6 Effectiveness of Task-Based Learning

Gill (2012) in his article task-based learning, from University of Central Lancashire shares his anecdotes from his experiences of second language learning. He makes a contrast between conventional and task-based method of teaching and learning

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while studying abroad. According to him task-based method gave him a "click which he needed to reach fluency. This click is when everything comes together: the grammar starts to make sense." Gill (2012) further maintains that this click varies from person to person as for some people it comes within a month whereas others could take long time. Task –based language learning method makes the second language learning process much easier than learning through old conventional methods. Learner starts accepting the major differences between the first and the second language and the learners mind begins to process the language in a much confusing way which is according to Gill (2012) is the first step to fluency. So the more powerful the L2 speaking atmosphere is, the easier will be the process of l2 language development. Gill (2012) also described his own good experience of learning Japanese as L2 through repetitive structure and independent composition. But he emphasized that the best way to learn a second language is by living in that country in which it is spoken because fluency is rapidly attained "through constant conversation". He preferred using repetition method when L2 is not spoken everywhere in the society or where there is a non-native atmosphere. Role play and giving directions to someone is also a kind of task based learning when students learn a language by using it a certain atmosphere or by doing something. Task based learning is also described as learning by doing. He concluded through his personal L2 learning experience, "I think task–based learning is more effective than purely using books." Gill (2012)

Only a few studies have been found which were conducted on the comparison of communicative to form based approaches. According to the results of the experimental study in communicative language teaching conducted by Prabhu (cited by Beretta &Davies 1985 as cited in Sysoyev1999) that experimental group, which received meaning based instruction, did well on the meaning based test, but they showed low result on the discrete-point test. On the other hand the control group which had received structural instructions, performed better on grammar structure tasks, rather than on the global and the integrative tests. The results were clear that the students' performance was better on the tasks they were trained for.

2.2.7 Functional Approach

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The primary focus of our teaching should be the teaching of meaning rather than form (Skehan, 1998; Willis & Willis, 2007 as cited in Adamson 2010). Nonetheless, due attention must be paid to form for learning to occur: "…if students are to actually acquire a second language by 'going for meaning', then have to be engaging, in some way ,in some sort of form function analysis "(Swain,1988,p.72 as cited in Adamson 2010)

To be elaborated: A number of research studies have reported that learners need ample opportunities for communication use so that they can integrate separate structures into given concepts for expressing meanings. Spada & Light Brown (1993) hold that thinking skills operate effectively when students voice their analysis and take part in the learning process occurring in the classroom. Methodologists also argue that learners in the classroom should experience creative reflections through which the teacher probes their understanding to elicit answers for the questions he or she poses. In this way, students can lay the foundations for their internal representation of the target language, which can allow effective learning to function properly (Pica, 1994).

2.2.8 Eclectic Approach

The ideal approach which is now considered as the most effective and successful in the teaching of writing is the eclectic approach. The eclectic or process genre approach combines process theories with genre knowledge. This concept not only draws ideas from genre approach, such as knowledge of context, the purpose of writing, and certain text features but retains part of process philosophy such as writing skill development and learner response (Badger & White, 2000 cited in South Asian Studies A Research Journal of South Asian Studies) Vol. 27, No. 1, January-June 2012, pp.183-194). It is stated that eclectic approach provides the learner with opportunities for developing their individual creativity as well as helping them fully understand the features of target genres (Y. Kim, & J. Kim, 2005 cited in A Research Journal of South Asian Studies Vol. 27, No. 1, January-June 2012, pp.183-194).

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2.3 Advantages of involving learners

Many researchers such as Chaudron (1988) further documented the benefits of involving students in the learning process. These investigators found that students taught by teachers who actively involved them in lessons achieved at higher rates than those in traditional classes. Inductive and deductive models offer this chance to learners because these two models foster a cooperative atmosphere among students. According to Celce-Murcia et al (1997), the communicative classroom provides a better environment for second language learning than classrooms dominated by formal instruction. He concluded but the above conclusions do not negate the fact that both techniques, inductive and deductive, are worth consideration by all language teachers. Effective use of these strategies would enable teachers to experiment with their teaching methods in order to seek improved performance by their student.

2.4 Using games to teach grammar

Many students and linguists have the point that grammar should be included in curriculum not in the sense of traditional ways of grammar teaching Hadfield (1990 as cited in Deesri 2002. Hadfield (1990 as cited in Deesri 2002) says that games should not be only included in syllabus for amusement but they should be taken as 'integral part' of students syllabus to reinforce and introduce grammatical forms or structures instead of just using traditional ways of teaching because they play an important part in developing skill in students. 'Games like would you do if?' can be selected to teach conditionals and 'Find someone who' for teaching how to make questions and answers. He further sustains that games meet all the requirements of a traditional class, i.e., rules, drilling and repeating. Among several strategies used to improve students' proficiency such as visual aids, CALL (Computer Assisted Language Learning), drama, role-play, and so on, games are another useful strategy to promote students' language proficiency (Richard – Amato, 1996 as cited in Deesri 2002).

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2.5 Teaching Grammar through Writing

Many like Weaver, Nally and Moerman (Voices from the Middle, Volume 8 Number 3, March 2001) believe that grammar must be taught through writing and effective grammatical skills can't be developed without it." Teachers must take risks in order to motivate students to take risks in their writing." He thinks it is better to engage students in writing activities in place of just giving them grammar exercises and grammar concepts can be taught by helping the students to edit their grammatical structures in their written work. In his research, Weaver states that sentence combining helps students "expand their syntactic repertoire in order to write more syntactically sophisticated and rhetorically effective sentences" (1996, p. 142). It is obvious that majority of the researches claim that traditional and isolated teaching of grammatical forms are in effective where as if grammar is taught in integration with literature and writing that is most effective way.

The integration of four skills is too very important for the functional practice and for exploring students to real life situations. Grammatical forms from introduction of new concepts to practice, reinforcement, practice and testing isolation is strongly condemned whereas integration implicit grammar and communication is highly recommended by students.

2.6 Dilemma of Learning Grammar

Now a days the trend for global and need based teaching has increased .So the grammar should be taught meaning–based grammar if the students need for communicating. On the other hand the students should be given grammar knowledge if they have to learn it for the sake of translation or they need it for exam purposes, then form based approach will be the most appropriate one for the students. All" these are polar opposite positions that leave no room for nuance." So far as the teaching of L2 grammar the students have to face a dilemma because they have to learn grammar rules for their exams in order to get marks and when they have to communicate with some foreign visitors or live in an L2 country they need to

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learn communicative competence. Therefore there is an essential need "to look at the ways of combining form and meaning in teaching foreign languages" (Sysoyev, 1999). The best way of learning a language is by contextualizing it in a" meaningful and significant setting." (Eskey, 1997; Met,&Genesee,1989 as cited in Adamson 2010)

Celce-Murcia, Dornyei and Thurrell (1997as cited in Sysoyev,1999) call it "a turning point" in communicative language teaching (p. 141), in which "explicit, direct elements are gaining significance in teaching communicative abilities and skills" (p. 146). Kumaravadivelu calls this a "principled communicative approach" (cited by Celce-Murcia, Dornyei and Thurrell, 1997 as cited in Sysoyev, 1999). Sysoyev (1999) discusses the issue of English grammar teaching with focus on form and meaning. He used integrative method of teaching which consisted of three stages main stages EEE (a) Exploration: He used an inductive approach as he agreed with many scholars and the critiques that were against the methods in which teacher explains the grammar rules to the students. (b) Explanation: in this stage students and teachers summarize what they have discussed in the sentences. (c) Expression: At this stage the students practiced the grammatical structures .After his experimental study conducted on the use of is EEE (exploration, explanation and expression) method of L2 teaching grammar teaching he concluded that students preferred to learn grammar through EEE method as compared to only form based or meaning based approaches because they found it to be more effective in learning L2 grammar.

2.7 Relationship between Beliefs and Classroom Practices

The main difference in grammar teaching methods is due to teachers' different views about the role of grammar. According to Calindinin & Connelly (1986 as cited in Mohamad 2006), conceptual confusion starts due to the definition of identical terms in different ways and due to the use of different terms to describe similar concepts. It shows that there are as many definitions of terms as there are different beliefs and there are as many teaching approaches as there are many minds .So it leads to be as many teaching practices as there are many minds and beliefs exist. So however a

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belief is held consciously or unconsciously, it is always accepted as true by the person and is "imbued with emotive commitment" (Borg 2001, p.186 as cited in Mohammad 2006). Majority of the researchers believe that teaching is a cognitive activity and teachers' beliefs have a great influence on the teachers' instructional practices e.g., (Shavelson, & Stern 1981; Tillema, 2000 as cited in Particia 2005 Volume 9, Number 2). Calderhead (1996 cited in Mohammad 2006) sustains that teachers are found to hold their significant beliefs in five main areas- beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self and the nature of teaching–and he says that these five areas are interconnected.

2.8 Ineffective Grammar Teaching

Research over the period of 90 years have shown that the teaching of grammar in schools have little or no effect on the improvement of students language development (George Hillocks & Michael Smith, 1991). Researchers have shown that teaching of grammar have rarely achieved any goals. "Diagramming sentences . . . teach nothing beyond the ability to diagram" (1960 Encyclopedia of Educational Research as cited in George Hillocks & Michael Smith, 1991). According to De Boer(1959)all the research have shown negative results so far as the learning of grammar is concerned and students have not shown any kind of improvement in their language expression and furthermore there is no justification is present in the evidences for a lot of time spent on grammar teaching. Grammar teaching is not helpful for students in avoiding and correcting errors (Elley et al., 1976; McQuade, 1980; Hillocks, 1986).

2.9 Place of English Grammar in Asia

In most East Asian countries English language is taught through traditional teacher – centered, book–centered, grammar translation method and a strong emphasis is given on rote learning (Liu & Littlewood, 1997 as cited in RaoZhenhui(2001)in his article Matching Teaching Styles with Learning Styles in East Asian Contexts). Due

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to this traditional approach teachers adopt an introvert learning styles and students think knowledge something to be taught explicitly and transmitted by their teachers rather than to be explored and interpreted by themselves. According to Harshbarger, el al. (1986) students are very shy in their language classrooms. Chinese students like to listen to their teachers rather than actively participating. This point is confirmed by a research conducted by Sato (1982 as cited in RaoZhenhui2001) in which she compared the participation of Asian students with non-Asian students .She found that Asian students took fewer speaking turns than non-Asian students(36.5% as opposed to 63.5%). This traditional style of teaching in East Asia" also leads to a closure-oriented style for most East Asian students. These closure-oriented students dislike ambiguity, uncertainty or fuzziness. To avoid these, they will sometimes jump to hasty conclusions about grammar rules or reading themes." The teachers explain each and every thing of the text and grammatical rules to the students whereas the students passively' listen, take notes and answer questions. 'For East Asian students blackboard is the most widely and gladly used teaching aid without which the students feel disturbed.

According to Vasilopoulos (2008)in his article Adapting Communicative Language Instruction in Korean Universities he says that at the public school level there are many challenges in the implementation of communicative based curriculum among them is the lack of linguistic competence and training in communicative approach and their over-reliance on L1 (native language), their emphasis on traditional ways of teaching, lack of stress on the meaning, use of an inductive approach to teaching vocabulary, grammar and phonology, lack of exposure to correct l2 and lack of self-proficiency and error correction. As a result of this old traditional approach the learner develops a concrete base of "grammar and linguistic form in the absence of equivocal practical usage." At the public school level, there are various challenges in delivering a communicative based curriculum: the lack of teacher training in the communicative approach; linguistic barriers faced by Korean English language teachers in delivering communicative based activities leading to an over-reliance on the L1 (native language); a divergence in traditional instructional styles and subsequent students' learning styles which have focused on structure, form, and grammar and a less structured meaning based approach reflective of communicative

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activities; the use of an inductive approach to teach grammar, vocabulary and phonology; insufficient exposure to correct L2 (target language) thereby reducing the development of self-proficiency and error correction.

As noted by Krashen (1982 cited in Vasilopoulos 2008), "the tendency of Asian students to self-correct based on their conscious application of grammar rules leads to over-correction. For Asian students, grammar is an essential tool in building confidence, language knowledge and fluency. In the classroom setting, despite students' interest in the lesson, discussion topic or subject matter presented in the English classroom, most students will be less inclined to speak if they are not confident with their oral language skill. Therefore, students' reliance on grammatical and form focused instruction should not be completely abandoned in the CLT classroom."

2.9.1 Students of South Asia

For South Asian students, grammar is the most difficult area for L2. They face difficulty in the use of paragraph development and in writing correct sentences, and in creating coherence in their written work.' Grammar skills include run-on sentences, fragments and verbiage, inclusion of necessary information, use of different type of sentences, subject-verb agreement, and placement of modifiers, tense agreement and parallel construction' (Leisak, 1989).' Grammar is more than just a set of rules; it is an ever evolving structure of a language'(Kleisar, 2005). South Asian Studies (A Research Journal of South Asian Studies Vol. 27, No. 1, January-June 2012, pp.183-194) learning grammar becomes dull and boring because no one likes to learn the rules and just the memorizing of rules is worse than its application. Students know how to construct sentences but they feel confusion while combining two sentences to make one longer sentence. 'Parallelism is also one of the problems.' The core reason of all these problems is the traditional way of teaching by the teachers and less practice of grammar by the students. So students should be taught to handle L1interference especially of the interference ofL1 syntax while writing in English language. Teachers should adopt eclectic approach. They should

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focus grammar rules and applied linguistics be employed during teaching English. More emphasis should be on written work rather on the than the oral one.

2.9.2 Suggestions for improving Grammar teaching in Asia

Vasiopoulos (2008) further recommends that while using communicative approach Instructors should integrate four skills into the lesson and curriculum rather than relying solely on activities designed to develop oral proficiency. He concludes that teachers should give maximum listening exposure to the students along with 'writing and form focused instruction to the conversation class.' Such an approach decreases' the reliance on teacher lead instruction allowing students to learn independently at home through writing, reading and listening practice'. All this is evident to the excessive use of traditional methods of teaching and still a lot of scholars are suggestive that communicative approach, integration of four skills and more listening exposure should be given to the students learning English as a second language.

2.10 Status of English Grammar Teaching in Pakistan

In his report on a consultancy visit to Pakistan between under British council Coleman (2010) says that observers report that the teaching of English language in government schools is highly ritualized. For example a detailed ethnographic study by Fauzia Shamim found that English teachers made a distinction between doing a lesson and doing grammar 'Doing a lesson consists of the following stages:

- A text (the lesson) is read aloud by the teacher or pupils
- A text is explained by the teacher, often in Urdu or a local language
- The meaning of' difficult words' are given in English, Urdu or a local language
- Pupils write follow-up exercises in their notebooks

Meanwhile 'doing grammar' consists of the following steps:

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- The form of a grammar item is explained by the teacher.
- The pupils write sentences illustrating the grammar item.
- The teacher dictates an essay or letter or writes it on the blackboard to be copied by the pupils.
- Pupils memorize the essay or letter and reproduce it in the examination.

The reproduction of the crammed text and memorized question answers gives the evidence that English language teaching totally ignore speaking, listening, and critical reading. Moreover English language teachers-especially in government schools- teaches English in L1 due to their own lack of English competence or due to their lack of self-confidence. According to a research conducted by Muhammad Asim Mahmood and Farhat Jabeen on the topic United Doubts: Grammar Teaching in Pakistan Teachers & Learners' Perspective, 91.8% teachers agree that grammar is an important part of English language teaching. So far as the teaching of grammar is concerned 60% of them agree that functional grammar should be taught in the language classroom. Teachers endorse the same opinion and 69.4% of them support the teaching of functional grammar as opposed to 46.9 who favor structural grammar teaching. As for the competence and performance based teaching, 89.4% teachers agree that grammar teaching should be performance oriented. Conversely, a large number of teachers i.e. 72% also favor competence based instruction. The contextualization of grammar teaching is another issue that attracts varying opinions. 54% learners sustain that both target and local culture should be included in grammar teaching while a majority of teachers i.e. 94% believes that grammar should be taught in the context of target culture. But 55.1% of them also support the incorporation of local culture in grammar instruction. Yet again 93.9% of them agree that grammar should be taught in the general context free from target and local culture. The results of their study show that both teachers and learners have positive opinion about explicit grammar instruction. Moreover 71.1% teachers maintain that grammar should be taught in separate lessons instead of integrating them into regular lessons whereas 81.6% of the teachers agree that grammar teaching should be integrated. 92% of the teachers agree that teachers should give corrective feedback to the learners immediately. As for the appropriate age to start grammar instruction, 54% teachers believe that grammar instruction should start by the age of

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10.'In Pakistan, language teaching has traditionally been identified with teaching the grammar of that language. While the international language teaching diverted from and later returned to grammar teaching, the Pakistani language teaching approaches have always been concerned with and based upon the traditional concept of grammar teaching.'

Khan(2011) in his article 'English language teaching in Pakistan 'says it is totally unfair to the students of Pakistan that they are being taught with poor substandard methods of teaching as a result of which they are unable to develop their communication skills and can't use it in their everyday life.' The major source of learning English in Pakistan is our school classrooms where, ironically, teaching amounts to nothing more than boring English spelling drills, some formal grammatical constructions, and precise definitions for an endless array of words which make the subject appear desolate.' As a consequence of 'archaic methods', students exhibit anxiety, which develops a sense of resentment towards the subject. And majority of the English language teachers are not professionally trained and they only teach syntax to their students which is insufficient. So there is a dire need to arrange self-development programs and professional workshops to train language teachers of Pakistan.

However there is a lot of work done on the issue of English grammar teaching all over the world where different researchers have come up with distinct according to their own contexts including Naashia Mohammed's Ph.D. thesis on 'An Exploratory Study of the Interplay between Teachers' Beliefs, Instructional Practices & Professional Development' in 2006. Her study explored the inter connections between teachers' beliefs, their instructional practices and professional development, examining the extent to which the introduction of an innovative teaching approach impacts teachers' beliefs and behavior. It focused particularly on grammar instruction in the context of English teaching in secondary schools of the Maldives. As I went through her study, it inspired and motivated me to conduct a similar study of the correlation between teachers' beliefs about teaching grammar and their actual classroom practices at primary level in Semi Government schools of Lahore, Pakistan.

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Chapter 3
Procedure of the Study

This chapter discusses the methodology used for the purpose of research. Further, the methodology adopted to conduct this research is explained. The overall design of data collection, instrumentation that was used, the procedure adopted for sampling, the strategies of analysis and interpretation is clarified in this chapter. A qualitative as well as quantitative method of educational research was used because it is an integrative study.

According to Gay, Geoffrey Mills and Airasian (Educational Research 9th Edition p.7), quantitative research is the collection and analysis of numerical data in order to describe, explain, predict or control phenomenon of interest whereas qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e nonnumeric) data to gain insight into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quantitative research methods.

A questionnaire based on quantitative closed-ended questions as well as qualitative open-ended questions was distributed among primary school English teachers to explore their beliefs about teaching English grammar and their own language learning experiences. Five teachers were selected according to convenience for class observations and later on individual telephonic structured interviews were conducted through which qualitative research data was collected and interpreted to get the final results. The purpose of conducting interviews and observations was to find out the correlation between teachers' beliefs about teaching grammar and their classroom practices. This research involves a case study-integration research. Case study seems to be most suitable for such study because it explores a variety of factor for the extraction of appropriate results through descriptions, explanations, evaluation and prediction.

3.1 Population

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The population of this study includes in service primary school English teachers of semi-government schools of Lahore (Pakistan) without any discrimination of sex and age.

3.2 Sample

A sample of 80 primary school English teachers of semi- government schools was conveniently selected to conduct a survey. Among these schools were Crescent Model Higher Secondary School, Adbistan-e- Sophia, Army Public School and Divisional Public School. A questionnaire was used to collect the numerical data and its aim was to obtain fair, unbiased and generalizable data. The questionnaire was distributed among more than 120 teachers, only eighty teachers filled and returned the questionnaires. Most of the principals as well as teachers showed reluctance and refused to fill the questionnaires. Finally a sample of eighty questionnaires was collected and analyzed. Five teachers were selected according to convenience. Firstly their formal class room observations were done in order to collect qualitative data about their actual class room practices to teach English grammar. An individual telephonic interview of each of the five teachers was conducted and recorded with their consent.

3.3 Instruments of the study

This study utilizes the following sources of data:
1. Questionnaire
2. Structured open-ended interviews
3. Classroom Observation

3.3.1 Questionnaire

A questionnaire is a self-report instrument which is very useful to obtain data economically and speedily from a large number of respondents (Brown 2001 as cited in Mohammad 2006). Questionnaires have frequently being used in the study of

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teachers' beliefs and practices (Mac Donald, Badger, and White, 2001 as cited in Mohammad 2006). Questionnaires are used to collect both quantitative and qualitative data. The questionnaire used for this study has targeted both, as it contains both open and closed-ended questions.

In particular the questionnaire was intended to collect answers of the following questions:

1. Teachers' concepts about grammar.
2. Teachers' views about the role that grammar is playing and should play in the process of English language learning.
3. Teachers' reported classroom practices.

3.3.2 Interview Data

Interviewing is one of the most powerful tools used to understand people's ideas, beliefs and attitudes. Interviewing has many advantages over the other kinds of data collection strategies (Best& Kahn, 1998).Two types of questions are used in structured open-ended interviews (Best& Kahn, 1998): basic questions and clarification questions. In basic questions the same questions having same wording are asked to all respondents in the same order. Clarification questions are used when it is necessary to probe the responses to the basic questions.

Individual one to one interviewing was chosen for this study as one of the primary methods of data collection in this study for two reasons. It provided an ideal means of exploring teachers' beliefs about grammar in the process of teaching and learning English as a second language. Questions about teaching approaches, sources of influence and teachers' views were asked to anticipate the underlying beliefs. The interviews had four main foci: (1) the teachers own background of language teaching and learning, (2) teachers' beliefs about language learning in general, (3) teachers' approach to grammar, (4) the teachers' beliefs about the role of grammar.

3.3.3 Classroom Observation Data

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Gebhard (1999) defined classroom observations as "non-judgment description of classroom events that can be analyzed and given interpretation" (p.35). The purpose of the observations was not to evaluate the teachers' teaching. It rather helped to assess the extent to which the teachers' beliefs and reported practices corresponded to what actually the teachers do in their classes. It was also a form of data triangulation, because the key observations were discussed with the teachers in follow up discussions which was further an attempt to validating the observations.

3.4 Data collection and analysis

Qualitative and quantitative both types of data were collected through the survey questionnaires, classroom observations and structured open-ended interviews and a raw data table was made. The quantitative portion of the questionnaire was analyzed statistically; percentages and graphs were made to compare various answers of each question .Whereas the qualitative research data obtained from the questionnaires, classroom observations and interviews was analyzed descriptively by compiling similar views. All the information gathered was interpreted to study correlation between teachers' beliefs, their reported instructional practices and their actual instructional practices. Underpinning reasons which created the differences between teachers' beliefs and their classroom practice were explored and presented in the research finding. Some recommendations were given for further improvement.

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Chapter 4
Analysis and Interpretation of Data

4.1- Analysis and interpretation of data

The following chapter presents the quantitative and qualitative results of the research.

The survey questionnaire was completed by eighty junior school English teachers of four semi-government schools in Lahore. The data was collected to find out teachers' beliefs about teaching English grammar. The results have been presented in two sections. The first section (Part A of belief questionnaire) provides quantitative data to explore the general beliefs of teachers about the teaching and learning of grammar, the activities they use in their classes while teaching grammar and the factors which influence their L2 teaching approach. The results of the second section i.e (Part B & C of belief questionnaire) are mainly qualitative, supplemented with descriptive statistics. The results given in the second section focus on teachers' own L2 learning experiences, their beliefs about grammar, its influence upon their classroom instruction and developing their own specific teaching approaches along with the problems they faced while teaching grammar.

The quantitative data for this study included teachers' responses of the closed ended questions of survey questionnaire whereas the qualitative data was obtained from the open-ended questions of survey, structured interview and class observations. Both types of responses obtained from the survey questionnaire were recorded in the form of a raw data table. The question wise responses given by the teachers were recorded in the form of a table and analyzed statistically as well as descriptively. The teachers' responses were recorded in the form of a table and analyzed statistically as well as descriptively. A table of teachers' approaches about teaching grammar was developed.

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4.2 Quantitative Data

All the closed ended questions presented in the survey questionnaire were quantitative   (see appendix A, Part B). Three tables of descriptive statistics for teachers' responses on their teaching beliefs, their views about importance of grammar and learning of grammar was established (see tables1, 2 & 3) that lead to the comparative graph of teachers responses of each question. These graphs bearing percentages of each question were developed on Microsoft excel.

4.2.1 Learning second language without grammar instruction

Graph 1
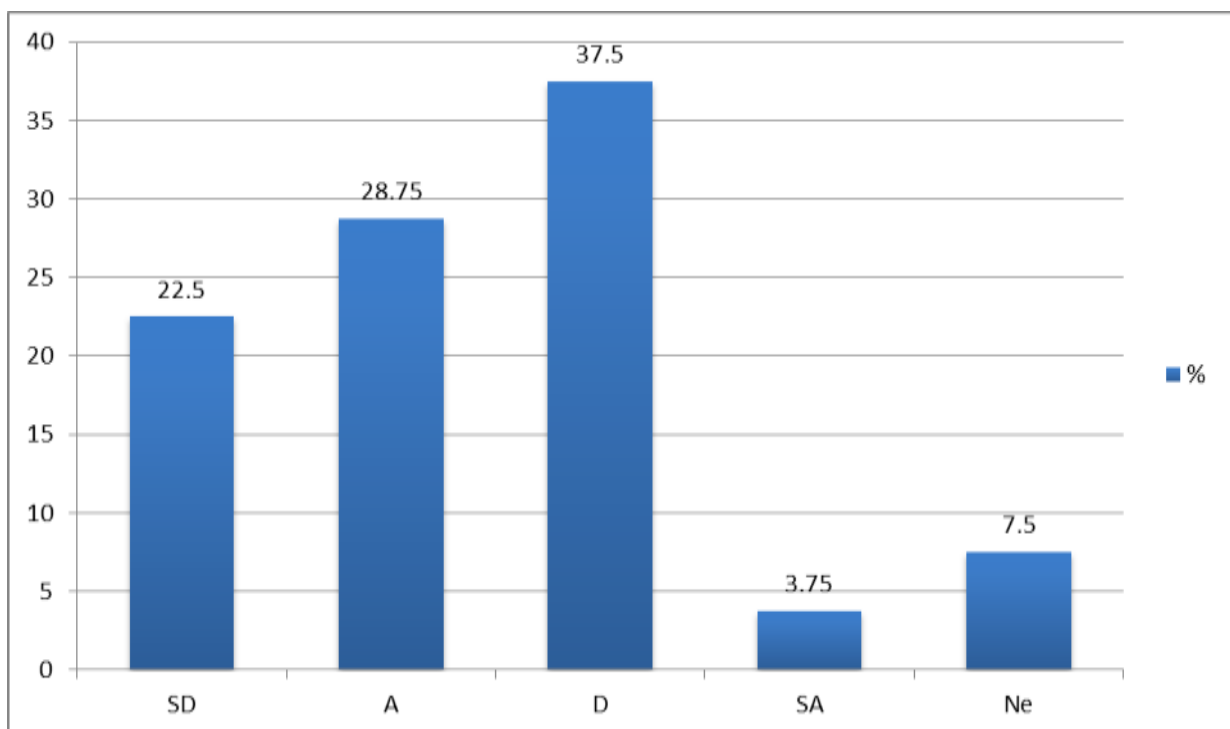
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

A majority of 60 % of the whole sample disagreed with the point of view that a learner can acquire English without grammar instruction, in the same manner as they have learnt their mother tongue, whereas 32.5% of the total number of teachers hold the belief that students can learn their English exactly in the same way as they have learnt their mother tongue without getting any special grammar instructions.

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4.2.2 Order of learning different grammatical structures

Graph 2
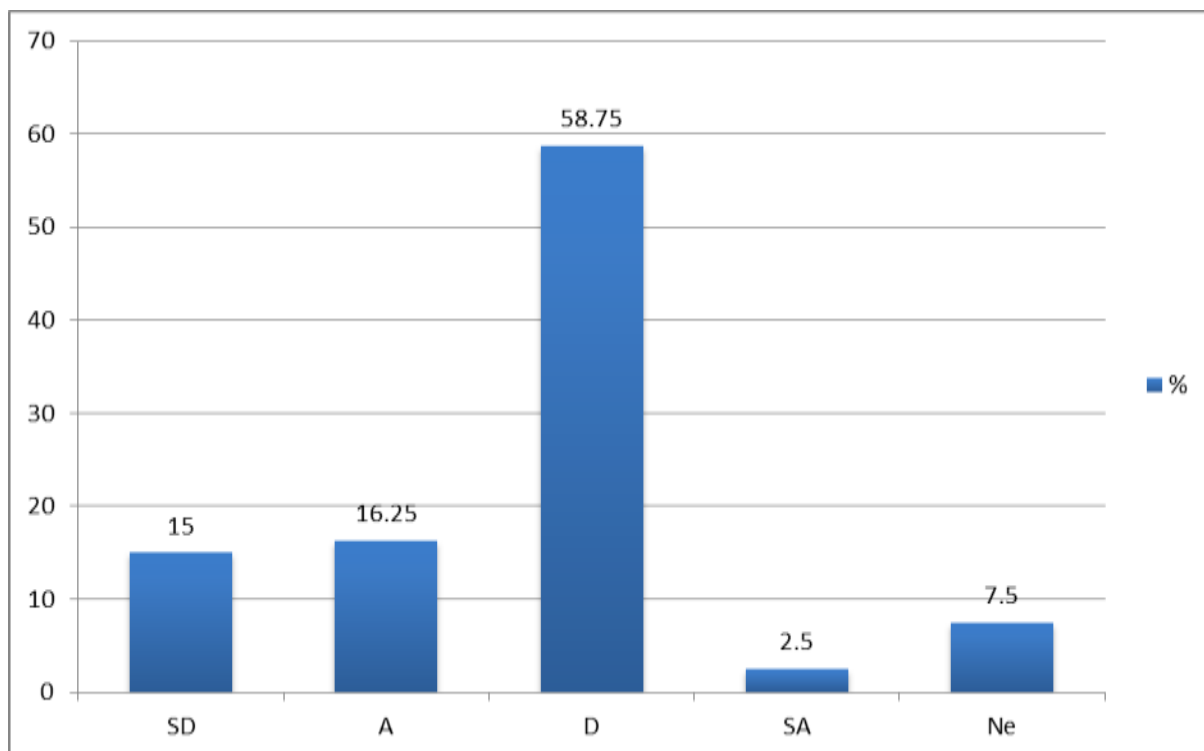
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

A majority number of 59 teachers i.e 73.75% disagreed with the statement that all students learn the different structures of English in the same order. They hold an opinion that all students learn the English grammatical structures according to the specific differences in their learning styles, aptitudes, likes and dislikes and individual differences. Opposite to the previous view a minority of 15 teachers i.e 18.75 % showed strong agreement with the statement. Hence if one structural order will be prepared to teach L2 structures, they will be appropriate and well suited for all the language learners. There is one same order for learning English grammatical structures and individual styles and differences doesn't have any importance.

4.2.3 Teaching grammar to learners of all levels

Graph 3

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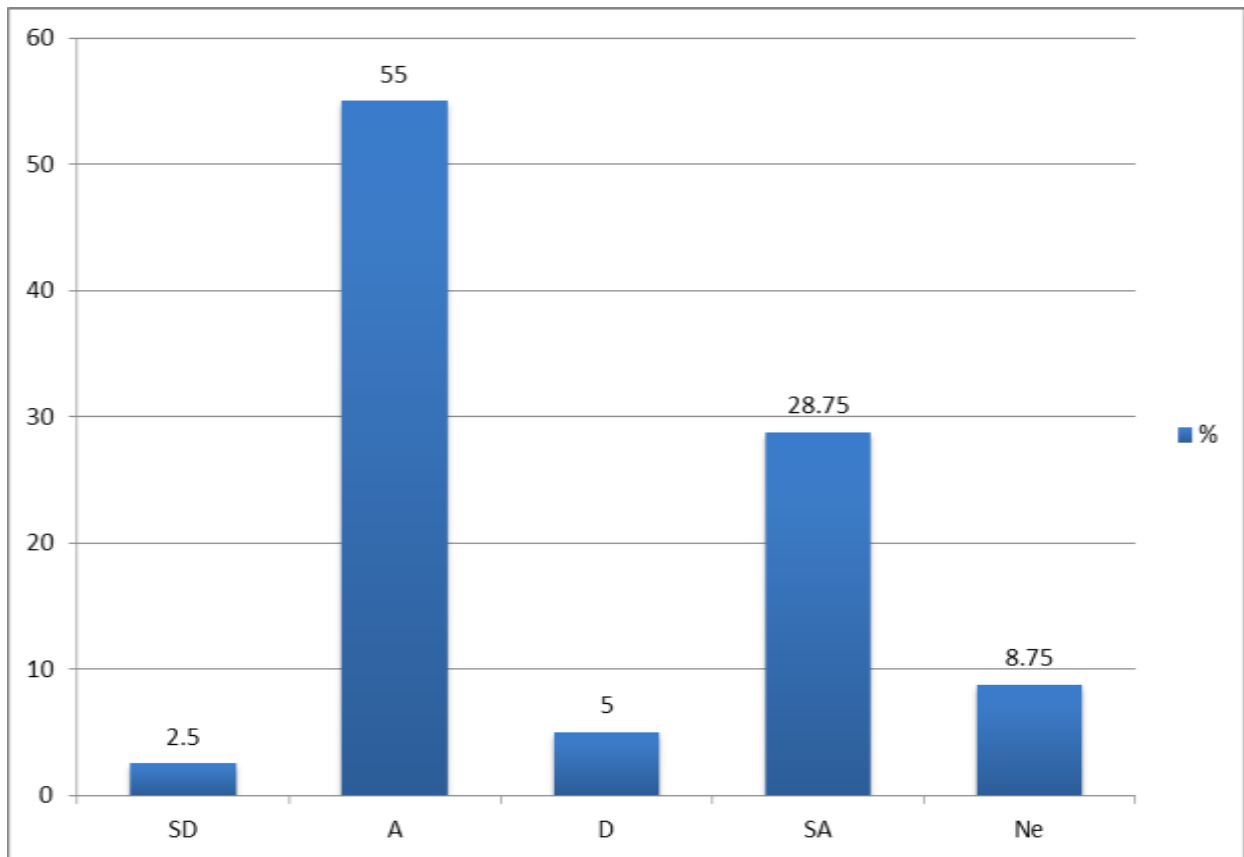
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

It is evident that a majority of 44 (55%) teachers which is more than half of the total population agreed and a number of 23 i.e., 33.75% teachers disagreed with the statement that grammar should be taught to all L2 learners. In otherwise it is evidenced that no language can be learnt without learning the grammar of that particular language. It means they give no importance to English grammar and English language can be acquired without knowing its particular grammatical concepts.

4.2.4 Working out grammar rules from examples
Graph 4

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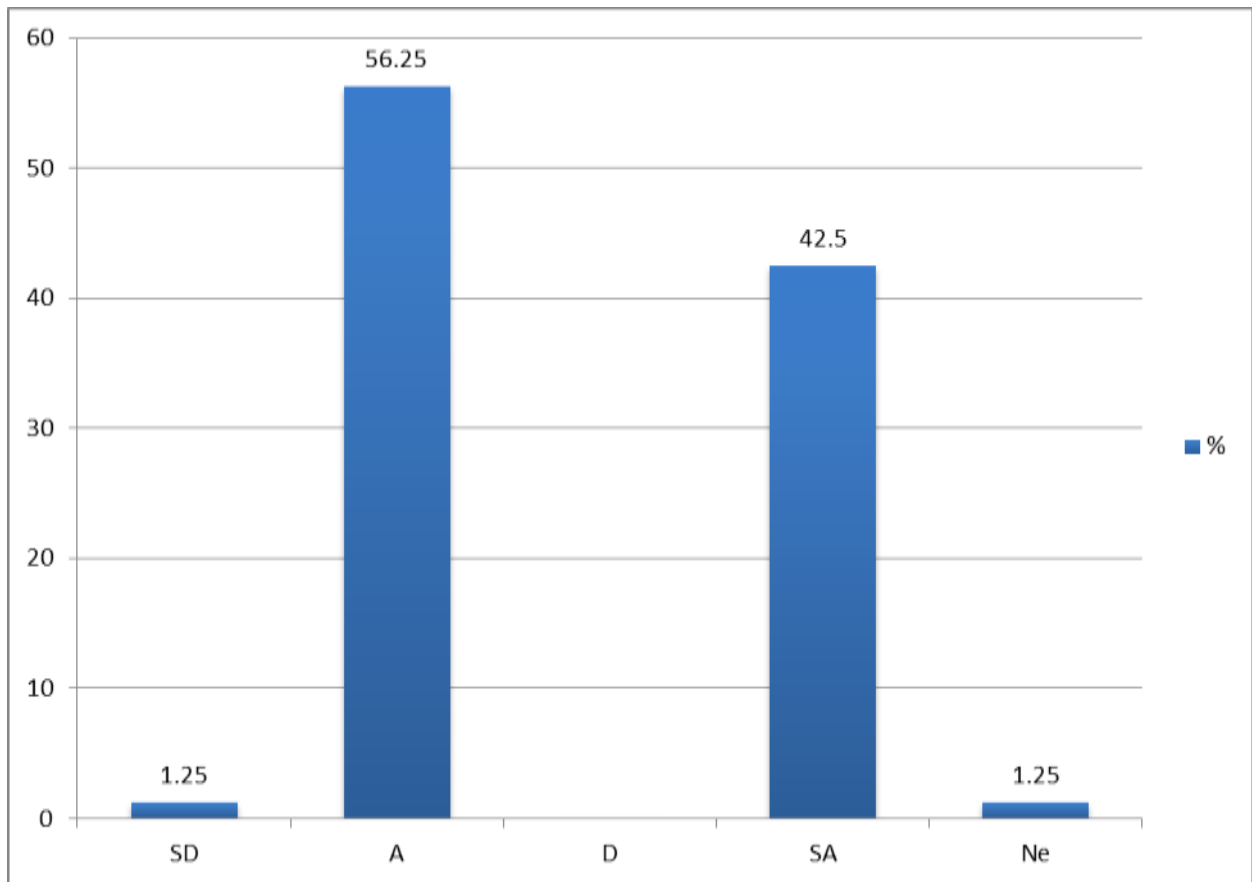
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

Majority of the teachers (45) i.e 55% of all agreed and 34 teachers which is 42.5% of the whole hold an inductive approach to grammar. They are of the belief that students shouldn't be given the rules first (as structural approach), they should be instead given opportunity to work out rules by themselves from examples. Only a minority of 1.25% disagreed with the statement that students should be given opportunity to work out grammar rules. This result is evident that almost all the teachers have inductive approach to grammar.

4.2.5 Familiarity with the correct grammatical terminology

Graph 5

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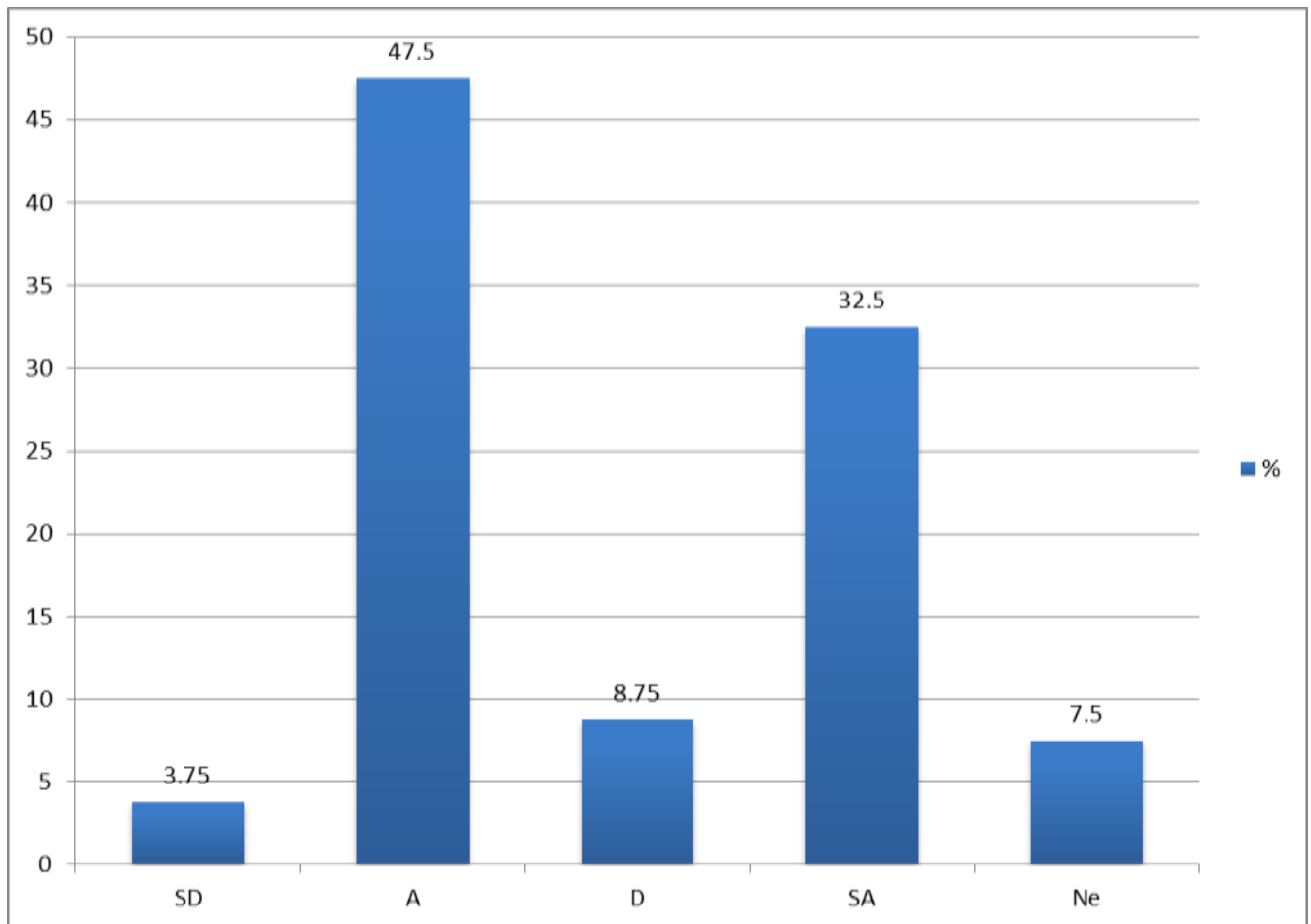
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

According to the results, it is evident that a majority of the teacher 64 i.e 80% teachers agreed with the statement that it is essential that students should be familiar with the correct grammatical terminology whereas 10 teachers (12.5%) disagreed. According to them it is least important that students should be aware of the correct grammatical terminology or knowing correct grammatical terminology doesn't play any role in correct language learning.

4.2.6 Importance of giving feedback to the students

Graph 6

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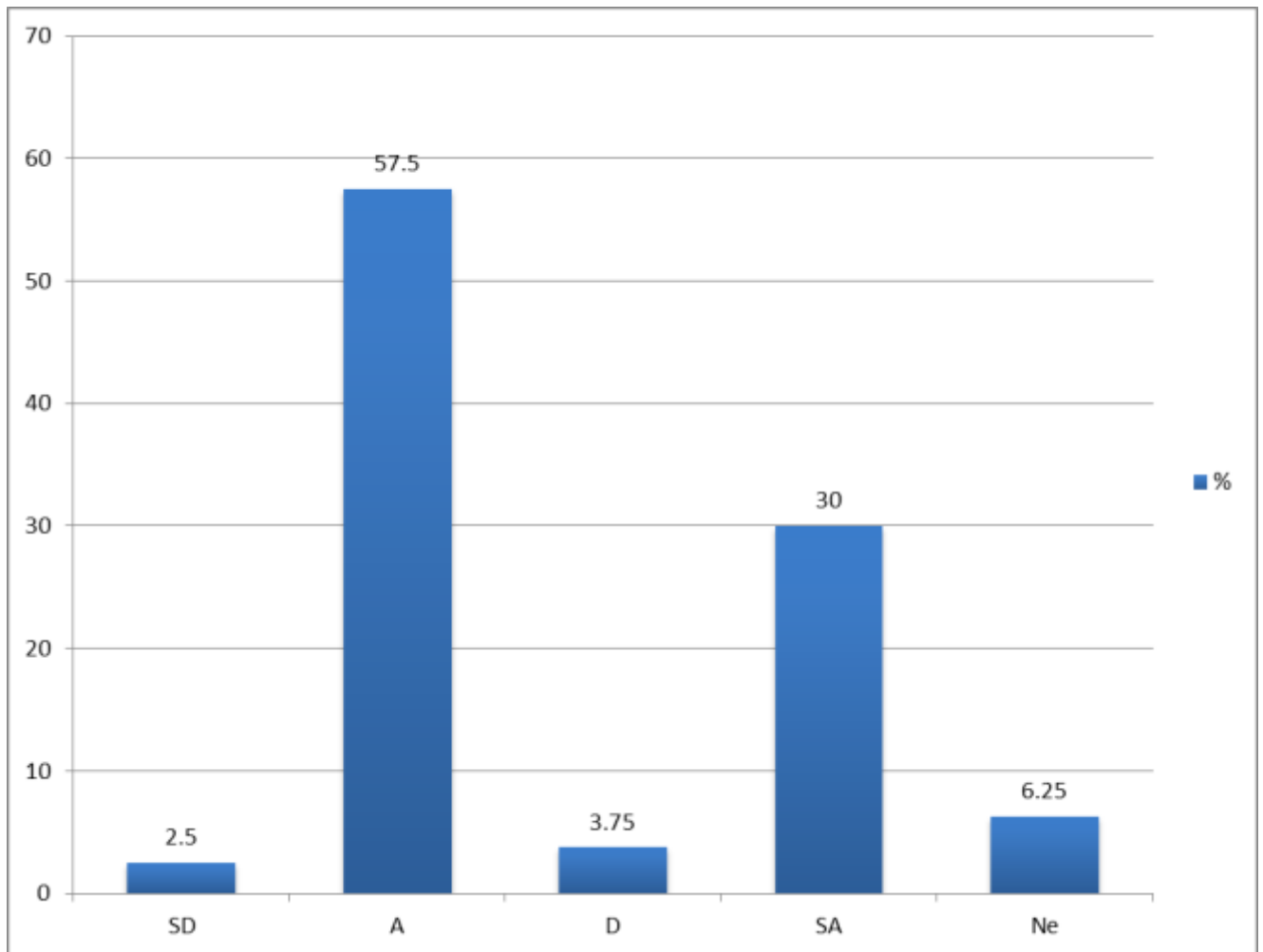
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

The statistical results proved that majority of the 70 teachers (87.5%) agreed with the idea that students must be given the right answers after a written exercise or test .Whereas only 5 teachers i.e 6.25% disagreed with the statement. This minority hold a view that it is not very important to correct the grammatical errors in the written work of the students.

4.2.7 Importance of feedback for written exercise or test
Graph 7

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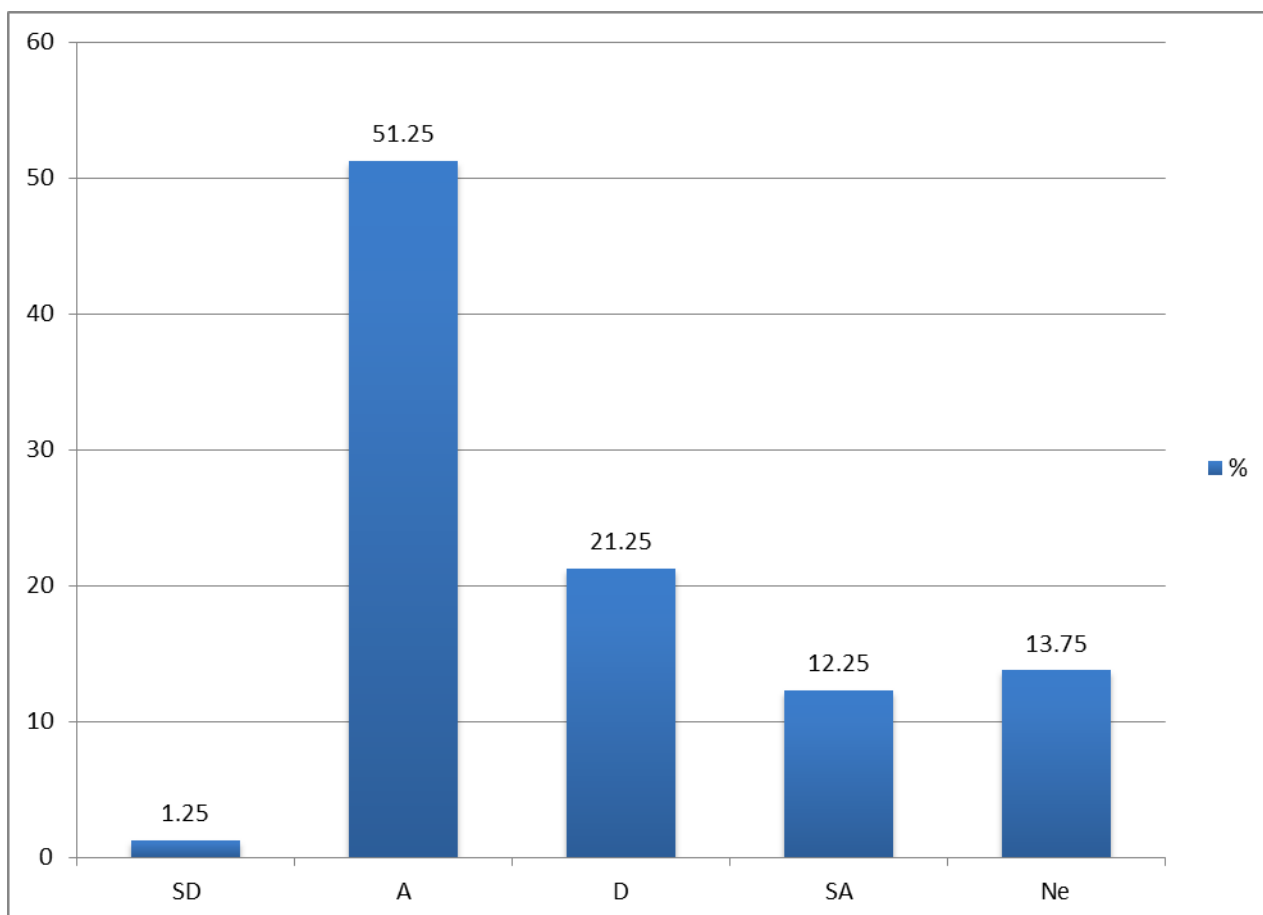
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

It is evident from the numerical results that most of the teachers i.e 51 (63.5%) teachers agreed that the oral grammatical errors of the students must be corrected whereas 18(22.5%) teachers agreed with the statement and they hold the belief that students' oral grammatical errors are not necessary to be corrected. The oral grammatical errors should be rather ignored.

4.2.8 Language course should mainly focus on teaching and practicing grammar

Graph 8

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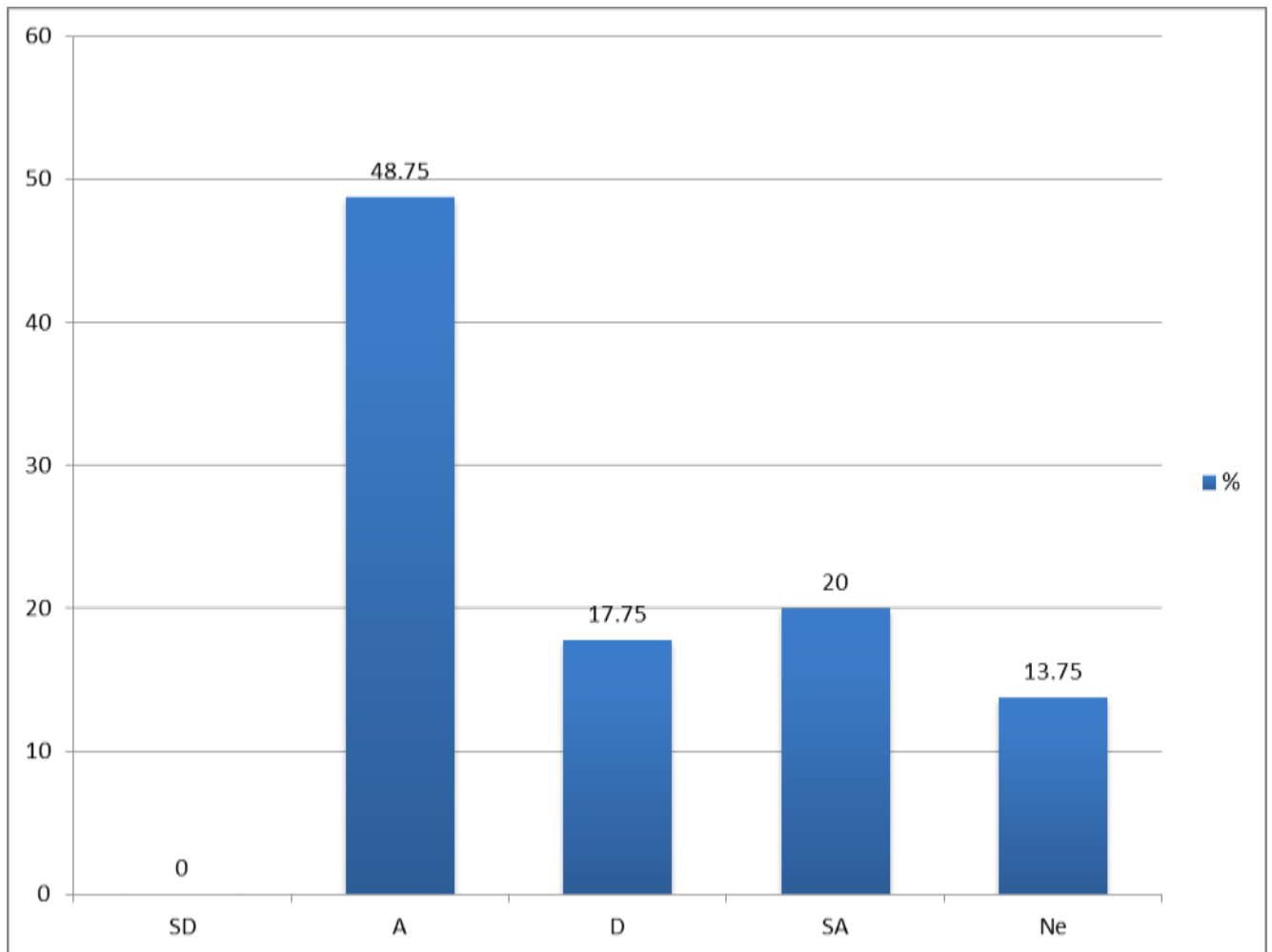
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

Majority of the 68.75% teachers' agreed that the language course should mainly focus on teaching and practicing grammar. It shows that learning of English is mostly or entirely dependent on the learning of grammar. A minority of 17.75% have denied the importance of learning grammar in the language learning process.

4.2.9 Identification of grammatical errors in students' written work

Graph 9

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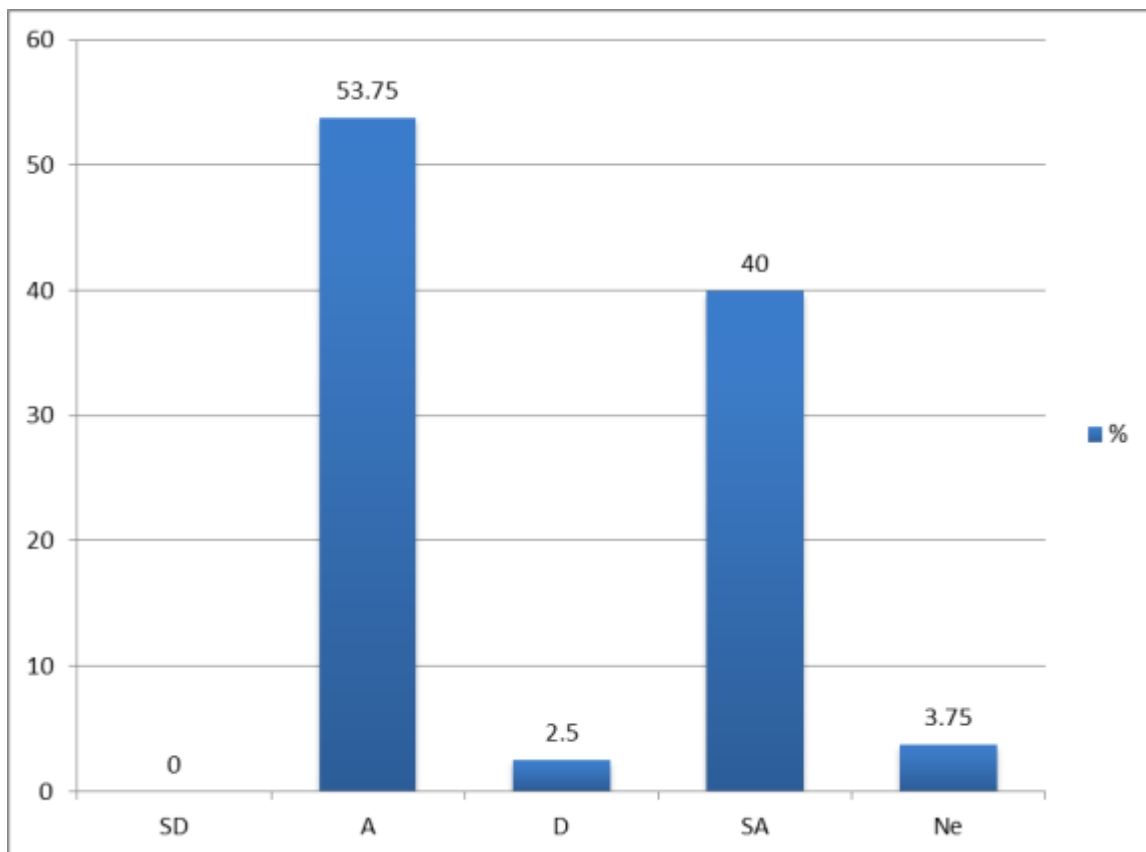
SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree

It has been proved by the statistical results that a large majority of 75 (93.75%) teachers agree with this statement that it is important to identify all grammatical errors in students' written work. Only a minority of two teachers i.e 2.5% out of a sample of 80 has disagreed with the importance of correcting all grammatical errors in the students' written work. It is evident that a majority is in favor of minute correction of grammatical errors while a few wanted to ignore it.

4.2.10 Explanation of how a particular structure works

Graph 10

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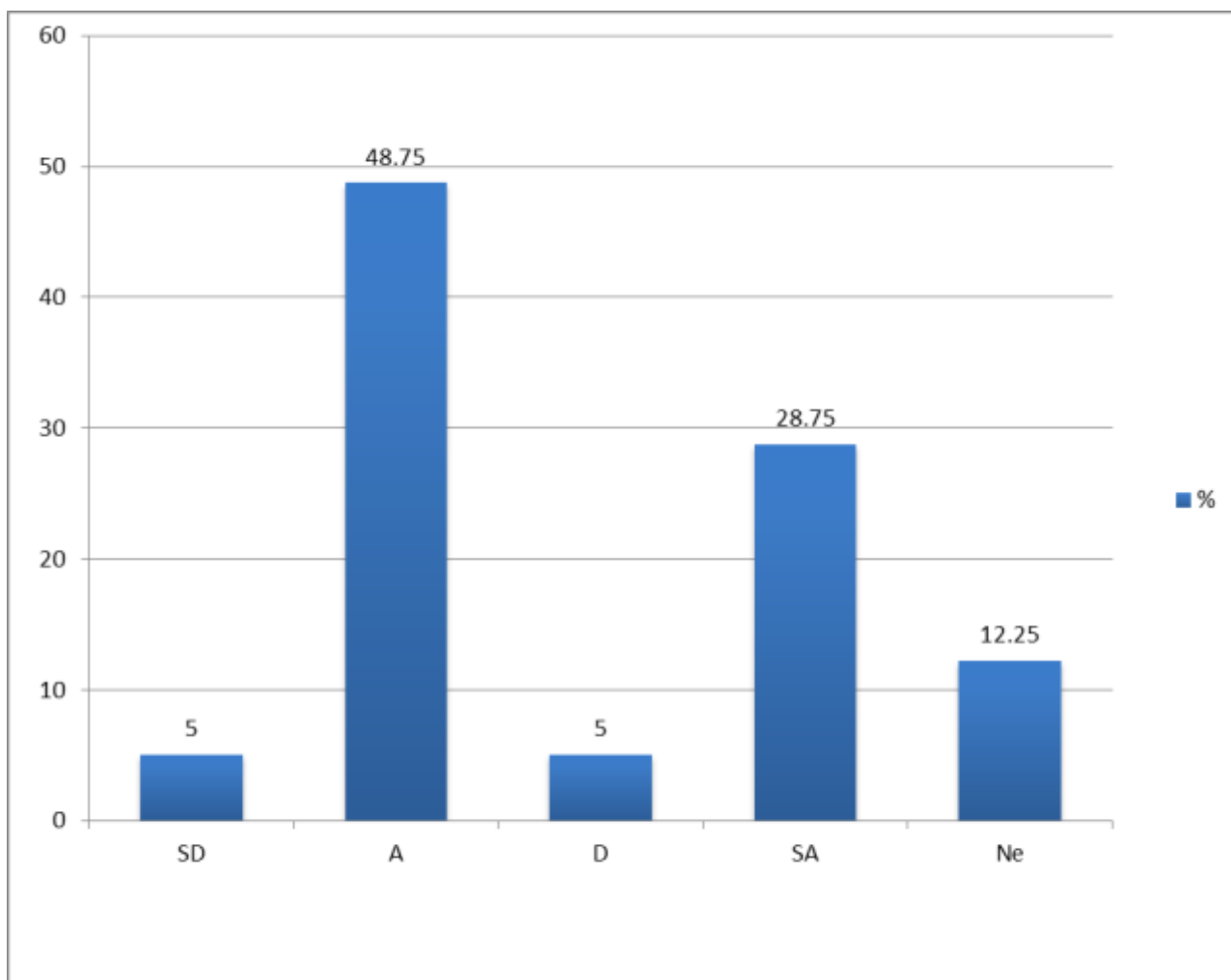
SD = Strongly Disagree, D = Disagree; N = Neutral, A = Agree, SA = Strongly Agree

A large majority of 62 teachers, i.e., 76.75% of all agreed with the point that teachers should begin their grammatical lessons by explaining how a particular structure works whereas a minority of 8 teachers disagreed with the structural approach to grammar teaching. It is evident here that majority constraints a structural approach to language teaching.

4.3 Qualitative Data

This research is mainly based on the qualitative data collected from open-ended questions of the survey questionnaires(see appendix A, Part A & C) classroom observations and structured interviews (see appendix B). All the data collected from

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the open and closed ended questions (see appendix A), teachers' classroom practices and interviews (see interview transcript appendix C) was recorded and analyzed. In the end an integrated study was conducted to find out the correlation between teachers' beliefs about grammar teaching and their classroom practices in order to present the final results.

4.3.1 Meaning of grammar

According to the qualitative results of Q1 a large number of teachers are of the belief that the word grammar means a set of basic rules and regulations, principles, laws, technicalities and structures of a language for written and spoken communication. i.e., forming words and sentences, and understanding of a language. A little number of teachers is of the view that grammar is the science of every language or it is the scientific study of a language. Some wrote that grammar is the mother of a language on which the total methodology of a language works. Only one teacher of all recorded linguistic terminologies, i.e., syntax, semantics, phonology and pragmatics. A few teachers discussed the vital or key role of grammar in the process of learning the structure and understanding of a language. Some of them think that the definition of grammar circles around the basic formation, parts of speech, tenses, punctuation etc. Seventeen percent teachers mentioned that it is a proper systematic system of a language which include the prescriptive notions of grammar, in other words it is the basic formation and formulation of a language which is linked with all functions of a language .A minority holds very isolated viewpoints which didn't match with anyone else in the whole sample group such as grammar is the science of correct usage of a language, it gives meanings to our writing and it holds a special place in language and literature, etc.

4.3.2 Role of grammar in language teaching and learning

After gathering the results of Q2, it was observed that a large majority has discussed the importance of grammar regarding the process of teaching and learning of English as a second language and it makes the whole process of teaching and learning easy. A necessity of grammar learning is stressed by the teachers because

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according to their point of view without knowing grammar, the whole process becomes vague and impossible. Some sustain that it develops the four basic skills which in turn helps to enhance students' comprehension and communication skills. Moreover it not only gives context to the language but further structure helps to understanding meanings of sentences .Only a few teachers expressed that learning of grammar is not important for learning a language. Some said that conscious effort towards grammar learning is useless because grammatical skills are developed gradually with the passage of time.

4.3.3 Importance of teaching grammar

According to the results of Q3, a huge majority of teachers gave positive opinion about the importance of grammar teaching. They gave the reason that grammar helps the learner to develop the four skills and helps the learner to conduct an error free communication because tenses give the knowledge of time, structure and hierarchy of structure. As it has earlier been discussed, its importance is undeniable as it's the key to language. So, no language can be acquired without learning grammar. So in order to make learners learn English as a second language, grammar rules must be taught. Moreover it helps learner to learn a standard language. Others gave the reason that it helps learner to understand English. Only a few teachers of all denied the importance of teaching grammar, they are of the view that English language can also be learnt without learning grammar and language fluency can also be attained without knowing grammar.

4.3.4 Difficulties in teaching grammar

So far as the fact about difficulties while grammar teaching is concerned a large number of teachers mentioned that the main hindrance in grammar teaching is that it is a second language for both teachers and learners. Some mentioned certain reasons for their difficulty such as due to lack of reinforcement, less time, more syllabus, poor basic concepts of the students in the initial classes, concepts that are present in syllabus but are high above the level of the students, A few mentioned that the grammar rules are difficult to learn for the students but a few admitted that

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they feel grammar teaching difficult due to their own lack of English grammar competence. A minority stated that the uneducated family backgrounds, lack of home preparation and less language exposure the students remain less competent in language which creates problems for the teachers to teach them grammar. A little number of teachers has mentioned the teaching of particular concepts e.g intrinsic verbs and articles in which they feel difficulty.

4.3.5 Grammar activities used by teachers

It has come to the notice that teachers use a large variety of activities but most popular are speaking activities like dialogues ,role plays and identification activities of grammatical concepts which are the favourite of 30% teachers whereas others i.e26.92% teachers tend to use real life examples in their grammar teaching lessons. A 23% population of the selected sample prefers to use black boards and other audio – visual aid. 15.38% teachers group activities and fill in the blanks whereas a same percentage doesn't use any activity to make their grammars effective or to facilitate them. 11.53% teachers use exercises, multiple choice questions, writing activities and correction of wrong sentences whereas a percentage of 7.69% like to take help from soft boards, charts storytelling techniques and tense conversion exercises to supplement their grammar lessons. While the lowest number of teachers, i.e., only 11.53% use tongue twisters, matching exercises, class discussion questioning techniques and jumbled up questions.

4.3.6 Suggestions about teaching grammar

While analyzing teachers' additional comments about grammar, a large majority, i.e., 85.25% teachers attempted to give additional comments about grammar whereas the others skipped it due to some reason. A variety of views have been gathered from teachers. Some teachers stressed on the need for a proper reinforcement of grammatical concepts and some hold that appropriate teaching learning techniques must be used during grammar periods according to the concept. Some sustained that grammar teaching should be done and explained by using ample example to make the students understand well whereas others told that English grammar is

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difficult so it must be explained in the mother tongue .Students should be given ample time to practice one concept before introducing another. Few think that blackboards and worksheets are the effective resources for grammar lessons .They are of the view that students centered classes give more learning out puts than teacher centered classes. Some said that grammar teaching shouldn't be done in isolation; they should rather be taught and reinforced in integration of other subjects. Grammar should be taught in a hierarchical order, i.e., from simple to complex or from parts of speech, by stressing all four skills .Moreover these concepts must be assessed in easier ways according to the level of the students. Some thought that learning of grammar rules is an essential part of language development whereas others have the view that creative writing plays a positive part in the process of learning grammatical concepts. A little number opined that learning grammar is vital for the development of comprehension skills whereas other have sustained that there is no need to specially learn grammar because it automatically develops with time through language exposure while others say that grammar learning is essential in order to attain language proficiency.

4.4 Analysis of Class Observations

A convenient sample of five teachers was selected to explore the correlation between teachers' beliefs and their actual classroom practices. It has been observed from the class observations that almost all the teachers used structural approach in their classroom practices, i.e., writing of definitions of grammatical concepts on the board and making the students to copy them in their notebooks. All the classes were teacher centered and students were asked to participate in class discussion (if there was any) in a restricted manner. Filling the gaps with grammatical concepts was the most widely used activity in their classes. Most of them made use of real life objects in the class where the biggest teaching aid for them was blackboard, text books, workbooks and notebooks. Teachers were the most prominent figures of the class who explained grammar rules to the students and asked questions. No single students of the classes dared to put up any question to the teacher. All the teachers came to the class without any lesson planning so it's all was random. Although the lessons were quite time targeted that almost all the teachers got time to check their

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notebooks within the class but no one explained any grammatical error to the students as they were quickly checking their notebooks in order to finish their own work. The students were not given any work from which the concept taught could be assessed and their understanding could be graded because all the work done by the students was not their own independent work .It was just copying of the work written on the black board. This process of imitating from board has no doubt made their checking work easier. Only one of all used a group activity in her class whereas the rest used the same old traditional method of collective teaching. The main focus was on the structure instead of usage. Teachers were writing definitions on the board so that the students could learn it by heart for their exams. The four skills were not integrated at all however the writing and copying skills were used by the students. Not a single teacher promoted any speaking activity in their class to make the students practice the particular skills verbally. To sum up it can be said that almost all were typical conventional teacher centered classes and teachers were practicing structural approaches, grammar translation method of teaching and using L1 for explanation.

4.5 Analysis of Interviews

Detailed interviews of teachers were conducted in order to get information about teachers teaching methodologies, classroom practices, language learning background, teaching and their beliefs about grammar.

4.5.1 Language Learning Background

Almost all the teachers explained English grammar through grammar translation method and they were taught through lecture method. Their classes were teacher-centered so they used to remain passive listeners. Only a few from all claimed that their teachers were polite, interactive, encouraging and appreciative whereas others mentioned that their teachers were very strict and rigid. They explained that blackboard, chalk, books and workbooks were the main teaching aids of that time. They were supposed to copy work from that blackboard on their notebooks. They

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were expected to learn/cram all the work done in the notebooks without making any kind of changes in it.

4.5.2 Influence of language learning experiences on teaching

Almost all the teachers admitted that their teaching beliefs and methodologies are greatly influenced by their own language learning experience. They admitted that their teachers were strict and they used to teach through grammar translation method. They too practiced teaching English grammar in exactly the same manner. Most of them denied the fact that they teach through grammar translation method, their classes were conventional. They claimed that they have developed themselves according to the need of the present time so their teaching methodology is the latest one.

4.5.3 Beliefs about Learning L2 Grammar

A majority of the teachers claimed to have indirect, functional and eclectic language teaching approach whereas only a few teachers accepted that they own a structural approach. According to the majority, a good teacher should be polite, interactive, vivid explainer of the teaching concepts. Some have brought into notice that the school system and low language competency level of the students is a huge obstacle against their beliefs to become their classroom practices.

4.5.4 Reported Beliefs about Teaching Practices

In response to the statements most teachers told that they do not specially make any activities. They use book and workbook exercises as activities to teach grammar lessons. However, only a few of them claimed to use real life objects and storytelling while teaching grammar. They sustained that they teach through structural and functional method of teaching whereas a few accepted that in spite of knowing the short comings and inappropriate syllabus, they blindly and rigidly follow it without making any amendments according to the level and needs of the students.

4.6 Discussion

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4.6.1 Various definitions of grammar

After the analysis and interpretation of the data it has been observed that so far as the different grammar teaching concepts are concerned the result completely go in favour what Calindinn & Connelly (1986 as cited in Mohammad 2006) sustained that there are as many definitions of terms as there are different beliefs and the minds. Each teacher has defined grammar according to her perception. Some have defined it as a collection of rules where as some on the other hand think it is the way of understanding a language which is a big supplement to facilitate learning. There exist some minds as Thornbury (1999 p.14 as cited in Neupane 2009) says the history of grammar is actually a debate related to claims and counter claims for and against the teaching of grammar. According to a few it is a way of communication and it helps the learners to communicate in the target language with others. Savignon (forthcoming. Communicative language teaching. In Byram, ed., Rouledge Encyclopedia of Applied Linguistics) said because it is the foundation of L2 which gives structure and a solid base of the construction of further language related concepts. A majority has defined grammar as structure, set of rules and regulation which is quite in accordance with literature review where Coleman (2010) found that grammar teaching is purely form focused and rote learning is evidence that listening, speaking and critical thinking skills are totally ignored in language classes. Khan (in his article published in dawn news in 2001) mentions that due to this, structure focus and writing of definitions have created an atmosphere of boredom and anxiety towards language learning which result in students' resentment towards the subject.

4.6.2 Role and importance of Grammar

The primary focus of the teachers is on learning of grammatical structures, rules rather than the usage. Any integration of skills was hardly observed. It is a contradiction to Ellis (as cited in Mohammad, 2006) that in order to achieve communicative competence, grammar and communication should have to be integrated. Teachers think in accordance with Thornbury (1999 p.16 as cited in Neupane) who suggested that learning English without learning grammar is "at the

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risk of fossilizing sooner than those who receive. This view shows an association with Ellis (1997 as cited in Sysoyev1999) that form based approach enables the person to speak accurate grammatical sentences.

4.6.3 Error Correction

Error correction is considered to be essential parts of language development in order to rectify students' error for future .Majority of the teachers believe it to be an unavoidable action. No doubt teachers thoroughly correct grammatical errors in students written work according to what they believe but no oral guidance seems to be given. They just make the copies red and think that their errors are a part of their lack of cramming grammatical rules. No further remedial lessons are planned, no interactive reinforcement is done. These errors are just corrected for the sake of paper work. The functional part of grammar is totally ignored. The focus is on memorizing rather than understanding and practicing as Coleman (2010) observed that English language teaching is treated as a subject in Pakistani schools instead of a language for developing communication skills. Teachers give stress on the need for grammatical error correction but don't actually make practical efforts. This is the reason that Pakistani students of government and Semi-government schools are unable to communicate in English which totally unfair in Khan's view. The form based learning just tells the learners about the structure as Khan said that teachers only teach syntax to the students whereas phonology, morphology, semantics all is left behind. This can be said that they tell them about the language but do not actually teach the four skills for practical usage.

4.6.4 Beliefs about Grammar teaching and classroom practices

English language learning experience of teachers have a deep impact on forming their beliefs about teaching and learning of L2 .This is what openly accepted by the teachers that they teach l2 in the same way they have learnt it. But they claimed to have developed their teaching methodologies due to the nationwide development towards language learning approach. But in their actual classroom teaching practices, all are sailing in the same boat which is relevant to Borg (2001, as cited in

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Mohammad 2006) that however a belief is held consciously or unconsciously, is always accepted as true by the person. Teachers do not use of audio visual aids except blackboard. They do not use any other teaching resources except that of the same conventional books, workbooks, notebooks. Their students were only asked to copy what teachers write on blackboard and memorize it. The main reason is their examination system because their language skills are not assessed in their exams, rather they are expected to reproduced the crammed material. This path is not towards language development, it is just towards the repetition like a parrot does .Their claim toward the working out of rules is totally against what they claimed as many researchers believe that teaching is a cognitive activity and teachers' beliefs have a great influence on the teachers' instructional practices, e.g., Shavelson & Stern (1981; Tillema, 2000 as cited in LIM Poh Choo Particia 2005 Volume 9, Number 2). Most of them don't exert their energies to bring students to a certain level of understanding when they start formulating rules by themselves. They are in favor of indirect approach but teach by using grammar translation method to save their energies. They have a reasonable amount of knowledge, know what is right and what is wrong but due to a limited amount of training and lack of professional development they are afraid of change. Their approaches are conventional and structural, in contrast to what they claim to have. Their beliefs no doubt have covered all the five areas- beliefs about learners and learning, teaching, subjects or curriculum, learning to teach, and about the self and the nature of teaching. These five areas are interconnected as Calderhead (1996 cited in Mohammad 2006) sustained. These beliefs have hovered the mind and practices of teachers and they seem to be helpless like puppets of what they belief.

4.6.5 Influence of Language experiences on teaching practices

It is well admitted by the language teachers that their teaching practices are deeply influenced by the way they learnt language but they maintain that their own classroom practices are at the advanced level, as education has gone through a tremendous change over the last decade. But it is evident from their classroom observations that they teach exactly in the way as they were taught i.e the structural method of teaching. Their classroom atmosphere was quite strict, as there was

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restricted participation of students. The syllabus was followed rigidly without keeping in mind the different learning styles of their students. Furthermore they made their students as passive listeners as they used to be in their own classes. Only a few teachers claimed to have taught through inductive method as they started their lesson indirectly and made their students work out rules from examples. So the difference in the way of teaching is an evidence of strong influence of teachers' own learning experience. The best teachers they think is the one who is good at explanation and uses real life examples. All these things prove that there is an unavoidable influence of teachers' own learning L2 on the methodology she adopts to teach L2.

4.6.6 Factors behind Teachers Beliefs

As it has previously been discussed that teachers language learning experience, their educational backgrounds, their environment, their knowledge, their professional development, their professional needs and challenges and their level of motivation play an effective role in formulation of these beliefs. A majority of the teachers taught English grammar through structural method of teaching in the same way as they were being taught by their teachers. A few teachers started their lessons by inductive method and later they told that they were being taught by inductive method. It is evident that teachers' own language learning experiences play a vital role in the formulation of their beliefs about teaching English grammar. Teachers' idealized their own teachers who used to teach them through. A few teachers explained that they developed language skills from their environment which helped them to learn grammar. These teachers have a belief that environment plays a vital role in language development. Pajares (1992 as cited in Mohammad 2006) explains that teachers' beliefs don't change unless they themselves make a deliberate effort to change them 'due to their static nature'. Some of the teachers sustained that their professional development opportunities helped them for change their conventional approach to English grammar. They admitted that previously they used to teach through deductive approach but their beliefs changed after they got knowledge through professional courses. According to Yaro (2002) as cited in Mohammad 2006) changing an old belief is just like trying to open a window. It proves that

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professional development can help teachers to change their conventional approach to English grammar teaching. No doubt these beliefs are deep rooted but not unchangeable. Change can come gradually with the passage of time as a result of replacement of new with the old ones. By focusing all the above factors teacher education programs can help teachers to develop themselves and their beliefs gradually (Richard 1996).

4.6.7 Correlation between teachers' beliefs and their actual classroom practices

Classroom practices of a few teachers were according to their reported beliefs whereas teaching practices of majority of them were totally against what they have stated. Their classroom practices were in accordance with their actual beliefs because most of the teachers pretended to own inductive approaches to grammar. It proves that the major part of a teachers' teaching is in accordance with her beliefs. The most wide contrast was observed in the teaching practices was the use of conventional teaching aid, stress on cramming, copying from black board , negligence toward grammatical error analysis with students, teacher–centered classes, restricted students, passive participation of students in classrooms, teaching aids and teachers were more decline towards structural way of teaching**.**

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Chapter 5
Summary / Findings and Recommendations

5.1 Summary

This research is an effort to explore teachers' beliefs about teaching grammar and their instructional practices which are finally correlated to get the final results. The research in this area has previously been done by Mohammad in 2006 with an extensive study of professional development in Maldivian context. No such study had ever been done in the Pakistani context so such a research was attempted. Both quantitative and qualitative means were used for data collection. A research questionnaire consist of three different parts was distributed among a sample of eighty (junior section) English teachers of three semi-government schools of Lahore. The sample was taken from Crescent Model Higher Secondary School, Divisional Public School Model Town, Adbistan-e-Sofia and Army Public School. Five teachers were conveniently selected from Crescent Model Higher Secondary School. Their responses were keenly studied; classes were formally observed and finally telephonic interviews were conducted and recorded. The interviews were well informed in which open ended questions about teachers' language learning experiences, professional experience, and beliefs about teaching, learning and their instructional practices were asked. The whole collected data was consequently analyzed and interpreted. Statistic description and comparative graphs of closed ended questions were made whereas the open ended questions were qualitatively discussed. A correlation between teachers' beliefs and their instructional practices was presented as a result. Some of the underpinning factors were explored and a few recommendations are given. This research will help teachers to explore their own particular beliefs as Crandall (2000 as cited in Mohammad 2006) stated that before teachers can be expected to change their particular beliefs, they have to be first made aware of them. This study opens gates for further research in the field of changing beliefs related to the teaching of grammar.

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5.2 Findings

The results of this study explore different beliefs of English teachers about teaching grammar and their ways of teaching in their classroom. The investigation of their reported beliefs and their classroom practices indicated a number of contradictions among teachers' reported beliefs and their classroom practices. This study comes up with a large number of questions to be answered and these replies have the answers of how grammar is taught in the semi-government schools of Lahore.

It is evident from the class observations that teachers actually own traditional/structural teaching approaches but due to some language teaching awareness they try to modernize themselves in front of others as most of the teachers have said that students should be made to work out rules because they are well aware of the right way to teach grammar. They claim to be a teacher of a new era as the demand of new era is to teach grammar through functional and indirect approach. It has also been noticed that teachers are unaware of their teaching approaches. They don't have much knowledge about grammar approaches. That is why they show distinct features as to what ever sounds good and acceptable to others, e.g., as teachers said that they were taught through old traditional methods but they have changed themselves according to the demands of the students of present era. This was all untrue because they were and the system of the schools was standing on the same place where they were standing in the last two decades. For example, one of the teachers has mentioned that the present assessment system is a big hindrance against bringing change. She has developed herself as a result of attending professional development courses but still she can't practice it. Almost all the teachers denied that they are in favor of structural approach and they actually teach through this method. They claimed that according to them working out rules from examples is good for teaching grammar but while teaching grammar they started their lesson by explaining grammar rules. A few teachers started their lessons by explaining structures and wrote definitions on board for cramming because they think if they will learn rules they will automatically learn Language. One of the teachers made her students to work out grammar rules from examples; it shows the influence of her own language learning experience. She explained during interview that she has been taught through activities like group and pair work and

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this is evident that teachers' own language learning experience plays a vital role in developing the beliefs of the teachers. Only a few of them were bold enough to accept their structural approach and exhibit it in their classes. Many other factors also come to the notice, some among them are, teachers' own language learning experiences, lack of professional development for example one of the teachers improved her classroom practices by replacing her conventional belief about teaching English grammar by the inductive approach after she got professional development courses and English language teachers training workshops. Due to the dilemma of structure based assessment system was forced to make her students learn grammar rules which goes in favour of P.V.Sysoyev (1999) who thinks that it's a 'dilemma' for students because they have to learn grammar rules for their exams in order to get marks and when they have to communicate with some foreign visitors or live in an L2 country they need to learn communicative competence.

So, all these facts are evident that teachers' language learning experience plays a vital role in forming teachers' beliefs. They like to teach English grammar in the same way they were taught. Teachers are unaware that they teach purely through structural approach. They rather think their ways are well developed according to the need of the time. Teachers do not boldly accept their classroom traditionalism because they know that that old system has failed in developing English language skills. Teachers' actual beliefs and classroom teaching methods are strongly correlated with each other although some teachers denied by pretending or defending their traditional approaches. Old traditional structure based assessment system does not too let teachers practice indirect teaching. Whatever teachers are doing in the classes is a proof that they don't treat English as a language and ignore development of four skills. They rather deal it like a subject as if the grammatical concepts are facts and figures which need to be crammed.

5.3 Conclusion

To sum up the discussion it is concluded that there lies a deep woven interrelation between teachers' beliefs and their instructional practice, although some teachers

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claimed to have indirect approaches towards teaching English grammar because they accepted the effectiveness of communicative and functional approach. But due to their own language learning experiences, structure based assessment system, lack of monitoring system and lack of professional development courses in schools, they teach through traditional methods. Teachers need to be given professional development training courses to make them aware of their existing beliefs about teaching English grammar. Teachers should be motivated to replace their existing structural beliefs with the functional communicative teaching approaches. There is an essential need to improve teachers' instructional classroom practices in order to improve the present state of language teaching in these schools.

5.4 Recommendations

By keeping in mind all the factors that underpin teachers' structure based grammar teaching approach, their casual behavior towards professional development, their negligence towards positive change and the distinction between teachers reported beliefs and their actual instructional practices following recommendations are made for further improvement in the system of English language teaching.

- Teachers should know what teaching beliefs they have.
- They must be given proper professional training opportunities for opening the doors of self-development.
- Teachers must be providing proper language related guidance to develop their language teaching skills.
- Classes shouldn't be large enough as they hinder activity based teaching.
- Teachers should be provided ample opportunities through which they can develop their communication.
- Proper classroom observation system should be arranged in schools to guide the teachers on the right time.
- Skill based teaching and assessment system must be promoted so that teachers and students don't have to face the dilemma of structure based examination system.

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• Proper language development programs for parents should also be arranged so that the students can get better language exposure.

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Appendices

Appendix A
Survey Questionnaire

QUESTIONNAIRE FOR ENGLISH LANGUAGE TEACHERS

<u>Part A</u>

1) Please describe what the word grammar means to you.

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2) What role do you think grammar plays in language learning and teaching?

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3) a. Do you think it is necessary to teach grammar? (Please tick) Yes   No

b. Please explain why you think so.

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4) a. Have you ever experienced any difficulties in teaching grammar? (Please tick)   Yes

      No

b. If yes, please describe them briefly.

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5) Please note down any type of grammar activities that you use with your students,

indicating how often you use them.

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Part B

Rate each of the following statements by circling the most appropriate answer on thegiven

scale.

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1) A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother tongue).

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE

STRONGLY AGREE

2) All students will learn the different structures of English in the same order.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE

STRONGLY AGREE

3) Grammar should be taught to all learners (i.e. beginner, intermediate and advanced).

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE

STRONGLY AGREE

4) Students should be given the opportunity to work out grammar rules from examples.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE   STRONGLY

AGREE

5) It is essential that students are familiar with the correct grammatical terminology.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE STRONGLY AGREE

6) It is important for students to be given the right answers after a written exercise or test.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE STRONGLY AGREE

7) It is important for students to be given the right answers after a written exercise or test.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE STRONGLY AGREE

8) The major part of a language course should focus on teaching and practising grammar.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE

STRONGLY AGREE

9) It is important to identify all grammatical errors in students' written work.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE STRONGLY AGREE

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10) Teachers should begin a grammar lesson by explaining how a particular structure works.

STRONGLY DISAGREE   DISAGREE   NEUTRAL   AGREE

STRONGLY AGREE

Part C Any additional comments or suggestions about teaching/learning grammar:

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Appendix B
Interview Questionnaire

1. Please tell me about your own experiences of language learning.

o Can you remember what kinds of activities you did?

o How were you expected to behave as a learner?

o What kind of role did your teacher take?

2. Do you think your own language learning experiences have any influence on the way you teach?

3. Now tell me about your background in teaching.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

5. How would you describe your approach to grammar?

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

7. When planning lessons, how do you decide which grammar features to focus on?

8. What kind of grammar activities do you normally use with your students?

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9.Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Teacher A:

uses the prescribed syllabus and scheme of work in planning lessons. Except on very rare occasions, she generally sticks to what is prescribed. Even though she sometimes does not think they are appropriate or interesting, she tends to carry out the activities in the course book, and follow the same order in which the activities are presented.

Teacher B:

argues that the primary purpose of teaching English is to develop students ability to use the language appropriately in various situations. The teaching materials he uses are based on teaching language functions (e.g. greeting, apologizing, etc). For him, fluency rather than accuracy is more important.

Teacher C:

regards language as a system of grammatical structures. Her aim in teaching English is to ensure that her students can produce error-free language at all times. She plans her lessons around a range of grammatical structures (e.g. passive voice, present perfect, etc). When introducing new grammar, she first presents the structure to the class, explaining how it works and any necessary terminology associated with it. She then moves on to getting her students to do some activities which would allow them to practice the new structure in a controlled way. Once the students are confident with using the structure, she sets up activities which would allow them to produce the language more freely.

Teacher D:

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sees grammar as being fundamental to language, and therefore the teaching of grammar as being essential if students are to develop confidence in their ability to use language in various social and educational settings. He argues that grammar should be treated as an area of discussion and discovery. Thus it is necessary to develop a meta language which students can use to talk about grammar consciously and confidently, in the same way that they may use technical language in other areas of learning.

10. Do you correct your students' grammatical errors? If so, when and how ?

11. How would you know if a grammar lesson has been successful?

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

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Appendix C

Interviews

Interview 1

Time: 30 min

1.Please tell me about your own experiences of language learning.

Ans : I was taught in Government Pilot School.

o Can you remember what kinds of activities you did?

Ans : We were taught through GTM and it was all board work and book exercises. It was an Urdu medium school.

o How were you expected to behave as a learner?

Ans :We were expected to learn all the works given by teachers.

o What kind of role did your teacher take?

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Ans: They were all very good , polite and interactive teachers.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Yes may be I am very much impressed by my teachers but as I told you that the education of my time was quite different from today. The students and the level of education are quite different so my style is change. Now every year we teach with new methods .I teach through English medium method of teaching to teach the present syllabus

3. Now tell me about your background in teaching.

Ans:I have been teaching for the last fifteen years in Crescent Model School.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: My teacher Mrs. Khan was a very good teacher. I like her because she used to tell us incidents during her teaching. Her style was board chalk and book focused. We don't have to do anything by ourselves we just had to learn whatever she gave us. At that time there was no grammar at junior level, it was just taught in senior classes

5. How would you describe your approach to grammar?

Ans: Grammar is the mother of every language. Indirect method is best.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: Last week I taught 'The Rabbit's Egg' to the students and kept on telling them direct and indirect speech, singular plurals, forms of verbs to the students. I teach grammar through reading when they understand. I often reinforce their grammatical concepts during lesson.

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7. When planning lessons, how do you decide which grammar features to focus on?

Ans: I mainly focus on the reading skills of the students because if their reading is good they grasp grammar concepts easily.

8. What kind of grammar activities do you normally use with your students?

Ans: I don't specially make any special activities for the students because I ask them to do book and workbook exercises to do in class.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Teacher A: uses the prescribed syllabus and scheme of work in planning lessons. Except on very rare occasions, she generally sticks to what is prescribed. Even though she sometimes does not think they are appropriate or interesting, she tends to carry out the activities in the course book, and follow the same order in which the activities are presented.

Teacher B: argues that the primary purpose of teaching English is to develop students ability to use the language appropriately in various situations. The teaching materials he uses are based on teaching language functions (e.g. greeting, apologizing, etc). For him, fluency rather than accuracy is more important.

Teacher C:

regards language as a system of grammatical structures. Her aim in teaching English is to ensure that her students can produce error-free language at all times. She plans her lessons around a range of grammatical structures (e.g. passive voice, present perfect, etc). When introducing new grammar, she first presents the structure to the class, explaining how it works and any necessary terminology associated with it. She then moves on to getting her students to do some activities

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which would allow them to practice the new structure in a controlled way. Once the students are confident with using the structure, she sets up activities which would allow them to produce the language more freely.

Teacher D:

Sees grammar as being fundamental to language, and therefore the teaching of grammar as being essential if students are to develop confidence in their ability to use language in various social and educational settings. He argues that grammar should be treated as an area of discussion and discovery. Thus it is necessary to develop a meta language which students can use to talk about grammar consciously and confidently, in the same way that they may use technical language in other areas of learning.

Ans: I think "B"

10. Do you correct your students' grammatical errors? If so, when and how?

Ans: Yes I correct their written work when I check their notebooks.

11. How would you know if a grammar lesson has been successful?

Ans: When students use the grammar concepts correctly in their written work.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Grammar is very important for learning any language because it is mother of every language.

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Appendix C

Interviews

Interview: 2

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans:It has always been very difficult for me to learn the rules because to learn any language it is very important to learn that basic rules of a language.I was taught the rules of language but I was unable to learn the rules .I have learn English language through my own effort ,by reading a lot of books and watching English movies. One must learn the rules for language.

o Can you remember what kinds of activities you did?

Ans: Was taught through GTM in Saudi Arabia .There were no proper activities, we just had to do copy work from board and learn it.

o How were you expected to behave as a learner?

Ans: We just had to learn the work had taught by teachers. We had to produce exactly the teachers' work we couldn't make any changes in that. Definitely we had to cram.

o What kind of role did your teacher take?

Ans: Lecture method

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Definitely it had a deep influence on my teaching .I teach through the way I was taught. Teachers were strict and they focused on spellings I do resemble them.

3. Now tell me about your background in teaching.

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Ans: This is my ninth year of teaching English .I taught for six years in Yousaf School System to senior boys.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: My teacher Asma was a very good teacher .She used to explain the stories and grammar concepts very vividly and I understood them well.

5. How would you describe your approach to grammar?

Ans: Grammar should be taught through rules.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: I taught my students Adjectives in which I told them the definition and used different things present in the class for explanation. Students also told me about different adjectives.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: I mostly focus tenses in my grammar lessons.

8. What kind of grammar activities do you normally use with your students?

Ans: Book and workbook exercises sometimes real life examples.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans: 'D'

10. Do you correct your students' grammatical errors? If so, when and how ?

Ans: Yes I correct their errors when they speak in the class and in their notebooks.

11. How would you know if a grammar lesson has been successful?

Ans: Through their responses in class and their written work.

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12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Rules are the basics of a language. They should be directly taught.

Appendix C

Interviews

Interview: 3

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans: It was a very interesting experience of learning English as a second language which is most widely spoken all over the world.

Can you remember what kinds of activities you did?

Ans: We were taught grammar through book and grammar book exercises.

o How were you expected to behave as a learner?

Ans: They expected to answer the questions which they ask .We were asked to cram all the work.

o What kind of role did your teacher take?

Ans: They give guidelines and ask as to practice the work.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: It was the way of learning by heart . They were very strict. Yes I do teach in the same way as I was taught. I'm taking experience and teach through latest ways. I'm not strict but my teachers used to be very strict with us.

3. Now tell me about your background in teaching.

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Ans: I have been teaching for three years.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: My teachers were very strict with us.

5. How would you describe your approach to grammar?

Ans: Both structural and functional

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: Proverbs and adjectives which I taught.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: Mostly I focus on grammar e.g tenses , forms of verbs.

8. What kind of grammar activities do you normally use with your students?

Ans: I don't use any special.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans:"B"

10. Do you correct your students' grammatical errors? If so, when and how ?

Ans: Yes, while checking their notebooks

11. How would you know if a grammar lesson has been successful?

Ans: When they do their work correct.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: No

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Appendix C

Interviews

Interview: 4

Time: 30 min

1.Please tell me about your own experiences of language learning.

Ans: I learnt through environment, friends and family

o Can you remember what kinds of activities you did?

Ans: We did a number of activities in our school, group and pair works.

o How were you expected to behave as a learner?

Ans: We were expected to do error free work.

o What kind of role did your teacher take?

Ans: She always encouraged us to do work by ourselves and appreciated whenever we made sentences. She asked us to write in own words. They taught us so well that we didn't have to take any tuition. We just had to learn work at home. My teacher said, "When I'm teaching you can ask me thousand times but after that you have to produce like me."She said you have to produce yourself.

2. Do you think your own language learning experiences have any influence on the way you teach?

Ans: Yes, it has influenced a lot. But it depends on the level of the students as we are teaching in a semi Urdu medium school

3. Now tell me about your background in teaching.

Ans: I have been teaching for the last eight years. Previously I was teaching in Saint Anthony's High School.

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4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: I think I was very much impressed by my teacher. She used to dress up nicely, explain things well and treat us humbly. We were not afraid of her so she was not terrifying at all. We were never scared that if we will go to her she would shout on us.

5. How would you describe your approach to grammar?

Ans: I think grammar should be taught indirectly but it depends on your students if the students can do. We have to see the environment and the things how they are going on in school.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: I taught my students Adjectives and students enjoyed a lot.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: obviously on the basics and foundation and go systematically .Sometimes systematically you fail so it depends on the students.

8. What kind of grammar activities do you normally use with your students?

Ans: Work pages of book. Students learn more through stories.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans: 'D"

10. Do you correct your students' grammatical errors? If so, when and how ?

Ans: Obviously! Within the class .During conversation when they speak and when I ask them to write a paragraph I call them and tell them their errors.

11. How would you know if a grammar lesson has been successful?

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Ans: Through explaining and discussion and by teaching through directly and indirectly .After that when students give feedback.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Your way of talking should be of the level of the students instead of trying to make students come up to your levels .We should take students in confidence and let them learn on their own levels.

Appendix C

Interviews

Interview: 5

Time: 30 min

1. Please tell me about your own experiences of language learning.

Ans: I studied in Queen Marry School .I studies in Urdu medium till class 4th then it became an English medium School. I was taught there through GTM, no creative activities were done but the books were oxford so they filled up the short comings of traditional methodology. We used to learn question /answers and essays.

o Can you remember what kinds of activities you did?

Ans: I have told earlier that all the work was done on workbooks which were quite good.

o How were you expected to behave as a learner?

Ans: We were supposed to learn all the work.

o What kind of role did your teacher take?

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Ans: They facilitate by writing all the work on board, explained well but teachers of that time were not so easy to communicate.

2.Do you think your own language learning experiences have any influence on the way you teach?

Ans: Yes it influenced a lot till I started attending workshops and professional development courses. Now I know all the methodologies but the syllabus, demand of the school and the assessment style of the school hinders it. Because there is big strength and a lot of workload.

3. Now tell me about your background in teaching.

Ans: I have been teaching in different schools during my eight years of teaching experience.

4. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?

Ans: Yes the model lessons of Mam Ruby Iftikhar (The principal of the schools I taught in) was a very excellent teacher. She used indirect method and focused on excessive language exposure.

5. How would you describe your approach to grammar?

Ans: I believe in rules + functional approach to teaching and a lot of language exposure is needed for direct approach.

6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?

Ans: Yes, I once used pictures to teach adverbs to the students, the students enjoyed a lot and deeply understood.

7. When planning lessons, how do you decide which grammar features to focus on?

Ans: I don't focus every time on grammar .It is learnt with practice.

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8. What kind of grammar activities do you normally use with your students?

Ans: Real life objects in class, students etc.

9. Now I am going to tell you about four different teachers and how they teach. I would like you to tell me what you think about their approaches to teaching and if you think it is in any way similar to how you teach in your own classroom.

Ans:"A"

10. Do you correct your students' grammatical errors? If so, when and how?

Ans: Yes, I correct them in their notebooks not when they speak. When they speak wrong I just speak correct sentence in front of them.

11. How would you know if a grammar lesson has been successful?

Ans: When students are able to do usage properly.

12. Thank you very much for your time. Is there anything else you would like to share with me regarding the learning and teaching of grammar?

Ans: Actually we need to revise our syllabus, over all methodology used in school and way of assessment because one section can't work differently.

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Table 1

Descriptive statistics for importance of grammar

No	Description	SD	%	D	%	Ne	%	A	%	SA	%
3	Grammar should be taught to all learners (i.e. beginner, intermediate and advanced).	2	2.5%	4	5%	7	8.75%	44	55%	23	28.75%
8	The major part of a language course should focus on teaching and practicing grammar.	0	0%	39	48.75%	11	13.75%	39	48.75%	20	16%

Note. No. refers to the number in the original questionnaire Part B.

SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

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Table 2

Descriptive statistics of feedback and error correction

No	Description	SD	%	D	%	Ne	%	A	%	SA	%
4	Students should be given the opportunity to work out grammar rules from examples.	1	1.25%	0	0%	1	1.25%	45	56.25%	34	42.5%
6	It is important for students to be given the right answers after a written exercise or test.	2	2.5%	3	3.75%	5	6.25%	46	57.5%	24	30%
7	It is important to correct all grammatical errors in students' oral work.	1	1.25%	17	21.25%	11	13.75%	41	51.25%	10	12.25%
9	It is important to identify all	0	0%	2	2.25%	3	3.75%	43	53.75%	32	40%

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grammatical errors in students' written work.											

Note. No. refers to the number in the original questionnaire Part B.

SD = Strongly Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

Table 3

Descriptive statistics for learning L2 grammar

No	Description	SD %		D	%	Ne %		SA	%	A	%
1	A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother	18	22.5%	30	37.5%	6	7.5%	3	3.75%	23	28.75%

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	tongue).									
2	All students will learn the different structures of English in the same order.	12	15%	47	58.75%	6	7.5%	2	2.5%	13	16.25%
5	It is essential that students are familiar with the correct grammatical terminology.	3	3.75%	7	8.75%	6	7.5%	26	32.5%	38	47.5%
5	It is essential that students are familiar with the correct grammatical terminology.	3	3.75 %	7	8.75%	6	7.5%	26	32.5%	38	47.5%
10	Teachers should begin a grammar lesson by explaining how a particular structure works.	4	5%	4	5%	10	12.25%	23	28.75%	39	48.75%

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Note. No. refers to the number in the original questionnaire Part B. SD = Strongly

Disagree, D = Disagree; Ne = Neutral, A = Agree, SA = Strongly Agree.

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