WAZIR ALI RATTAR [*]
MUHAMMAD DILSHAD [**]

PEDAGOGICAL GRAMMAR IN SECOND/FOREIGN LANGUAGE TEACHING STUDYING LEARNERS' PERCEPTIONS & BELIEFS ABOUT GRAMMAR

Abstract

The Study has looked at the learners' perceptions and instructional strategies in grammar. Broadly, store of learners' beliefs, knowledge, assumptions, theories and attitudes about all aspects of learners' and teachers have come into the investigation. In particular the manner of correction (explicit vs. implicit) has been investigated. The study has also focused on the cultural, social and environmental factors. Study attempts to answer these two questions (1) what are learners' perceptions, beliefs and attitudes about grammar instructions. (2) What is the role of error correction feedback in learning language and grammar? The present work is a qualitative case study in which thirty five ESL students, Self-reported questionnaire and semi-structured interview were selected for collecting the data, the unit of analysis, have been selected as particular instances of grounded theory to be studied in depth.

Introduction

The aim of this study is to explore the learners' perceptions about learning Grammar. Since learning English has been a challenging task, particularly in these days when it has been considered the master key in international job market. Learners employ multiple methods and involve various learning techniques to overcome the complexities of learning language. According to learners' opinions, grammar is a challenging task for them in learning process.

The striking reason of learners' complexities in grammar includes the multiple definitions, instructional strategies and different concepts of grammar.

---

[*] Teaching Assistant (ESL Department) Graduate Student Carleton University, Canada
[**] Research Scholar, Hamdard Institute of Education and Social Sciences, Hamdard University, Karachi, Pakistan

For example, teachers have diverse explanations and in the same way learners have variety of opinions. Some take it as package of rules to organize language and others consider it hindrance in the fluency of communication. Therefore it is inevitable to investigate the learners' perceptions about grammar as some strategies' may be designed to overcome this challenging task.

Considering that learners and teachers perceptions are interdependent, so it is essential to investigate the beliefs of learners as well as teachers to conclude the implications. However, it is an established fact that teachers' beliefs about students' language use greatly influence their decisions about classroom instruction and, ultimately, play a significant role in student writing development (Richardson, 1994). Therefore, teachers' beliefs and perceptions are very important because teachers determine the enacted curriculum in their classrooms.

In this regard, Brog (2001) discusses that there is a relationship between teachers' perceptions of their knowledge about grammar and their instructional practices in classroom. He argues that teachers' self-perceptions and their knowledge of grammar have immense impact on their teachings. Those teachers, who have sufficient knowledge about language and teaching grammar, perform confidently and engage learners in grammar activities. They answer the learners' questions, correct their errors, and give them feedback. They believe that language and grammar go together; and they motivate learners to learn grammar for fluency and coherent communication.

On the contrary, teachers who are uncertain of their own knowledge, avoid teaching grammar. It results that teachers 'instructional decisions in teaching grammar and classroom practices relate to their grammatical knowledge. This study indicates that native speaker or native like teacher who have promising knowledge about language and grammar can largely teach grammar impromptu. In the same context, J. Etherington (2002) discusses that teachers have different attitudes and approaches to pedagogical grammar.

For example, some of teachers focus on form and others on meaning and communication. In the same line disparity is found between students and teachers as well. Some teachers as well as students favour communicative activities while other teachers and students prefer more formal, explicit grammar teaching. And the majority of teachers consider grammatical accuracy as an integral part of the language and communication and they treat it as a primary concern of language proficiency.

Those teachers believe that formal instructions and conscious knowledge of grammar enable learners to produce grammatically correct language.

In the same way, there is some disparity between declarative and procedural knowledge; learners may know rules but they need conscious instructions to produce grammatically correct text. Therefore, integrated approach to grammar helps learners to transfer their grammatical knowledge into communicative language use.

In this regard, Ellis (2009) suggests that problem-solving technique in consciousness raising task is very effective approach to explicit grammar teaching. The writer further suggests that form-focused error corrections improve the grammatical performance of the learners. On the learners' side, research suggests that the role of authentic texts and persistent productive practice of structures is a necessary part of the learning process.

The same time, discussion indicates that teachers have belief that practice of structures is important for learning grammar and improving grammatical accuracy.

This whole discussion urges to understand the relationship between the learners and teachers perceptions; more importantly to know the different approaches to discuss the grammar in broader perspective. Because, there are not only different definitions and concepts of grammar but there are also dissimilarities between the beliefs of teachers and learners.

At this end, study attempts to answer these two questions:

(1)   What are learners' perceptions, beliefs and attitudes about grammar instructions?

(2)   What is the role of error correction feedback in learning language and grammar?

Purpose of the Study

In this qualitative case study of a descriptive type research; students' beliefs about grammar, its importance and learning strategies for learning English language have been explored. Broadly, research has been conducted to investigate the learners 'perceptions regarding, learning grammar, error correction feedback, and the way they differentiate traditional verses communicative way of learning grammar. In mapping students beliefs about learning grammar and the components of language system that traditionally play a role in language teaching, has been examined.

Mainly, study has attempted to answer the two questions mentioned above. The outcome of this exploration discusses the pedagogical approaches to and specific methodologies in teaching grammar.

Theoretical Background

The core task of the study was to explore the learners' perceptions about grammar; but this theoretical back ground may help to mapping the concept and understanding the learners' perceptions and teachers' instructional decisions in broader context of grammar.

According to (McWhorter, 1998) each language and dialect has its own set of unwritten rules that determine how it is spoken or written. Weaver (1996) as cited by Williams (1999.p.5) states that grammar is the name of the prescriptive rules which help to organize the language. Further he says "grammar is concerned primarily with correctness and with the categorical names for the words that make up sentences".

It is sometimes called "prescriptive" because it relies on rules to determine correct "usage. Further he adds that grammar is "nothing more than a system for describing the patterns of regularity that are inherent in language" (p. 232).

This discussion recognizes the belief of learners in traditional grammar. The participants, during discussion, pointed out that traditional grammar includes definitions of parts of speech and rules for using them in sentence construction.

Another scholar, Hartwell (1985), defines five different grammars. The first grammar Hartwell describes is "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings" (p. 108). Native speakers use this grammar in order to communicate with each other. The second grammar is "the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns" (p. 108). This grammar tries to describe and analyze the unwritten rules of grammar. However, it is constantly changing. The third grammar is "linguistic etiquette" (p. 108). This grammar deals with the social usage of grammar and is most often associated with the "rules." The fourth grammar is the one used in schools now a days and is called Academic English. The fifth grammar deals with style and rhetoric. Weaver's and Hartwell's definitions of grammar are similar, even though the terminology in discussion varies.

Each writer determines the definition(s) he or she chooses to use in order to discuss grammar. Mulroy (2003) as cited by Hartwell (1985) believes in strict adherence to traditional grammar. Ehrenworth and Vinton (2005) discuss grammar in terms of usage and the societal power of academic English. Schuster (2003) likes the system of rules used by native speakers.

In addition, Ellis (1993) discusses production based grammar instruction in which he explains that effective consciousness-raising motivates learners to pay attention to grammar learning. He suggests that consciousness-raising can be done through explicit knowledge. It includes declarative knowledge, books, published articles, teachers' knowledge and practices.

This discussion reconfirms the importance of input and clear intake which develops learners' grammar knowledge. Ellis discusses interpretation based grammar instruction which also enriches intake or implicit knowledge of grammar. This approach seems communicative focusing on implicit knowledge but I think explicit grammar teaching also enhances language learning skills of learners. Ellis elaborates that in both the cases output relates to the teachers' teaching strategies and learners involvement.

It is because intake cannot be implicit knowledge if the learner fails to manage the processing operation involved or the restructuring of the existing system. Further he says that output relates to the implicit knowledge supported by explicit knowledge through monitoring.

This discussion indicates that improvement requires teacher's expertise in grammar, his perception and priority to teach and monitor his students for grammaticality of the language. The writer has discussed different methods of teaching grammar like: translation method which focuses explicit knowledge, audio lingualism and oral situation methods to develop implicit knowledge of grammar. These methods emphasize production, practice aiming learners to use the grammatical features in output.

In the same line Batstone &Ellis (2009) discuss three approaches (1) Given-to-New Principle as an effective technique to help learners to new form-meaning connections. They claim that through this approach, learners will be able to engage relevant meaning to their previous knowledge. And this way they implicitly assimilate the concepts or patterns which are grammatically structured. (2) Awareness Principal which employs consciousness in language learning and suggests ways of understanding through which instructional activities can be operationalized. In this approach generally language awareness, its formation, functions, structures, utility is discussed and practiced with the learners. (3) Real-operating conditions principle approach which focuses on teaching through real world knowledge. The language used by learners in their daily life is mainly the part of practice in the class activities. The primary focus in this approach is content instead of form.

However, Krashan (1985) as cited by Ellis (1993) suggests focusing on input; he says that if input is comprehensible, there is no need to teach much grammar as learners will naturally learn from the course of communication. However, he does not out rightly reject explicit grammar teaching, because learners' improve their accuracy of output by monitoring. However Krashan agrees that explicit knowledge can be made implicit if the learners have enough practice. Pienemann (1985) as cited by Ellis (1993) indicates that goal of the grammar instruction is the development of implicit grammar through production practices of one kind or another.

Further he says that learners can develop a conscious understanding of grammatical rules in more or less any order. It may be that some rules seem easier to them to follow than others. Therefore, he suggests enhancing input and consciousness-raising through explicit knowledge.

The outcome of this discussion indicates that input plays a vital role in learning grammar, either it is explicit, implicit or interpreted. And the natural way of providing input is environment to be into interaction with native speakers. However, in EFL context audio-video language lab classes, communicative based text books teaching can notably play a role.

This comprehensive discussion indicates that grammar can be defined by many different ways. Since I have asked the participants to share their beliefs about grammar, I have also examined my own beliefs. I understand the way Hartwell defines the distinctive grammars, and, after carefully considering the term, I find that I also define grammar in multiple ways. I believe that each person has a native ability to learn grammar in order to communicate and that grammar is learned in the social context of the home and community. That is the first grammar, and I call it the home language.

The great example certifying my claim is language learning process of my two sons who immigrated to Canada from Pakistan at the age of eleven and twelve and acquired language in a year aptly. I ask them definitions of word classes or difference between present perfect and past perfect tenses, they could not define but they could correct the scripts and communicate perfectly.

This experience outlines the difference between child language acquisition (implicit) natural way; and adult language learning (explicit) defining way. And this experience certifies the influence of environment, communicative method and natural way of learning language.

Research framework

The present work is a qualitative case study in which thirty five ESL students, the unit of analysis, have been selected as particular instances of grounded theory to be studied in depth (Charmaz, 2006). This discussion progresses in the following manner: first introduce the methods used in the study focusing on the data used and procedures employed in the analysis. Then, present the results of the study. Finally, discuss the major findings and conclude.

Participants

Thirty five undergraduate students studying in the English as a second language (ESL) department at the Carleton University in Ottawa, Ontario, Canada, participated in the study. Among the participants, twenty were male and fifteen female all participants were between seventeen to twenty three years of age and all were living in Canada more than six months. Three students completed their college education in their native countries.

Data Collected: Instruments and Procedures

In order to examine learners' linguistic level, their essays scripts were assessed, and error correction feedback was explicitly discussed and finally provided them in written form. Further, the research team collected two types of data: self-reported questionnaire and semi-structured interview. The main purpose of semi-structured interview was to ascertain the reliability and correlate the result of questionnaires with interviews. In addition many offhanded questions were also asked from participants for further explanations.

And they were found very clear, loud and firm on the points of view declared in their questionnaire. Before collecting data, our research procedure included the participants' randomly chosen from the class and were requested to meet in a private room. The incharge Professor already informed all the participants about the nature and content of the study and ensured them their privacy and confidentiality. The participants were informed that interviews will be audio-recorded, for which they gave permission.

After the interviews, the audio-recorded interviews were put together, evaluated for quality and the research team decided to work: transcribe, extract themes and find answer to the research questions individually.

Approaches to data analysis

The data analysis has been done in line with the grounded theory approach (Charmaz, 2006). And performed categorical coding and determined themes are developed in the line with Saldana (2009).

All of the interview transcripts were read by the researcher and coded in the style of a grounded theory approach to data analysis. Some headings/sub- headings were generated from the data in line with (Saldana, 2009). Finally those important themes were recognized which learners consider very important for learning language grammatically.

From the study of learners these themes were evolved: (a) grammar is an important tool (b) learning environment plays a role (c) importance of error correction feedback, (d) interaction with native speakers naturalize our language (e) grammar books are an effective source of learning grammatical rules (f) teacher's grammatical knowledge is important (g) practice improves our grammaticality. (h) In addition, a further theme is the evolution of my own beliefs. In the grounded theory literature, a good thematic system is said to have 'emerged' from the data (Saldana, 2009).

Findings & Discussion

The findings collected through interviews are significantly similar to the data collected through questionnaire. The participants unanimously have taken grammar the basic tool for learning language. The participants have pointed out that the main problem for them is the application of grammar rules in their language. The data show that students prefer learning grammar rules from grammar books and the same time they have expected of their teachers to know grammar rules to explain them vividly. Participants have preferred native speaker teachers and natural environment for learning language. They have unanimously liked error correction feedback to improve their grammar.

They pointed out that in their native countries, they were taught grammar in traditional way as compared to here in Canada in communicative way. They liked communicative method because; they were learning how to use grammar rules without defining them. For the detailed discussion, I would like to discuss themes separately as under:

(A)   Grammar is an important tool:

In response of a question to define the grammar, a Chinese student (J) said "I think grammar is a tool to pass exam". Another Chinese student (D) said "grammar is more than a tool, it is very important to learn in university to make ourselves clearer". He further said "grammar make people understand what you are trying to saying about whole thing". This statement indicates the importance of organization, sentence structure and fluency.

In response of a question if it was said his grammar was good or bad student (D) responded "it means it is right in right order, using right words at right moment. He added "so if you do not do the grammar right, it does not make any sense to people". In this response student (J) added "but grammar works more for writing than speaking".

These responses indicate towards the following perceptions of the participants about Grammar. And the same time answering the first research question: *What are learners' perceptions, beliefs and attitudes about grammar instructions?*

Firstly, participants unanimously believe that grammar is important tool of learning language. This perception of learners' is in the lines of previous researchers' i-e Weaver (1996) who mentions that "grammar is concerned primarily with correctness and with the categorical names for the words that make up sentences". In addition, Hartwell (1985) defines "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings" (p. 108).

Secondly, participants believe that communicative method of teaching effectively improves their language. This belief is in the line of Schuster (2003), who claims in the system of rules used by native speakers, universally agreed upon usage rules. It reconfirms the application which is possibly interpreted by communicative method of teaching as compared to defining rules which is practiced in traditional method of instruction.

Thirdly, learners believe that implicit (application) grammar is more effective than defining rules (explicit) grammar. This belief seems in the line of Krashan (1985) focusing on input; he says that if input is comprehensible, there is no need to teach much grammar as learners will naturally learn from the course of communication. Further, this belief of the participants relates to the Ellis (1993) who indicates that goal of the grammar instruction is the development of implicit grammar through production practices of one kind or another.

Participants loudly mentioned that in their countries teacher don't pay attention to the application and students also focus on memorizing grammar rules to pass the test. This situation needs high attention and further investigation; because teachers' perception relates to the curriculum, requirements of school administration and overall environments.

In this regard, Gabrielatos, (2002, p. 78) indicates that "teachers' perceptions and knowledge of language influence the way they teach". Further Brog (2001) discusses that there is a relationship

between teachers' perceptions of their knowledge about grammar and their instructional practices in classroom.

And class teaching bound them to follow the prescribed curriculum. Another belief existed among the participants that an effective communicative teaching can only be carried out by native speaker teachers. On the great extent, it seemed natural and genuine belief but it seems very hard to ensure the availability of L1 speaker teachers everywhere in the world.

From the discussions, I noticed that participants from China were optimistic, approaching communicative method and having belief in implicit knowledge of grammar. On the contrary, participants from Saudi Arab firmly believed in explicit grammar teaching and declarative knowledge. They showed their reluctance in participating group discussions and frequent interactions with native speakers. However, they desired to be communicative, native like but still believed in traditional ways of learning language. It indicates the influence of cultural factors in their perceptions.

Keeping in view that in Saudi Arab, classes are teachers-centered; and purpose of learning language dominantly is to pass the board examination. The language of instructions for all the subjects except English is Arabic. All the local business transactions, social communications and interactions are carried out in Arabic.

These findings indicate that learners' perceptions and beliefs about grammar are influenced by their cultural, social, and environmental factors. As such, participants from Saudi Arab favoured traditional grammar method of teaching and Chinese participants showed their liking for communicative method. In the same way there was a disparity in terms of explicit and implicit error correction feedback. In this regard, Ezza (2010) discusses that English language teachers have to face the cross-cultural influence, social elements and traditional teaching method in practice.

For example, he points out that teaching has been teacher-centered, depersonalized and product-oriented in Saudi Arab. The primary concern of teaching English has been sentence and its components.

(B)   *Learning environment plays a role:*

Participants were asked if there was any role of environment in learning English? All the participants unanimously agreed that environment plays a role and (D) responded "because it is environmental; we are talking English all day, we do practice in class and we have teachers who can correct all the mistakes from us, so we are helpful". He added "In his country (China) teachers don't talk much about rules and use". Participant (J) added "you know in China, there are too many students in class, so we were not able to ask teacher questions individually. We learn English different ways". Participant (J) added "I think in China, students listen teachers to pass on the test". Further he added "you are taught grammar more in Canada; it is more practice wise, speaking, listening and do something yourself, not for examination".

Participant (D) said "I don't like group work in China, because everyone has own questions, so I don't want to waste my time. In Canada people have rather different ideas about questions so I would like to focus". For further clarification, they were asked how they differentiate Canadian classroom learning versus their countries.

When learners were inquired about the difficulties in learning English in their countries; participant (A) said "we don't focus on grammar, even English in Saudi Arab, we focus just reading. They also mentioned that they badly need feedback to improve their grammar. They pointed out that in their native countries, they were taught grammar in traditional way as compared to here in Canada in communicative way.

They liked communicative method because; they believe that they will learn how to use grammar rules without defining them.

These findings show the learners perception about *traditional versus communicative learning grammar*. And these perceptions come in the line of Weaver (1996) as cited by Williams (1999.p.5) who states that grammar is the name of the prescriptive rules which help to organize the language. Further he says "grammar is concerned primarily with correctness and with the categorical names for the words that make up sentences".

This definition recognizes the belief of learners in traditional grammar. On the other side, Ehrenworth and Vinton (2005) discuss grammar in terms of usage and the societal power of academic English. Further, Schuster (2003), favours the system of rules used by native speakers (communication) which focuses on content as compared to form.

(C)   Grammar books and practice are effective source:

Unanimously, participants mentioned that the main strategies they use for learning grammar were to read grammar books and practice learnt rules in language. In response of question, how to improve grammar (D) said" reading grammar books and practicing" (J) added "speaking with native speakers and reading grammar books", while student (A) said "watching English movies, online chatting, browsing such stuff and interact all kinds of people" Student (G) added " I read grammar books, read rules, and speak in real world".

These responses indicate *learners' beliefs about learning grammar strategies.* The participants' learning strategies and beliefs seem in the line of Ellis (1993) who discusses production based grammar instruction in which he explains that effective consciousness-raising motivates learners to pay attention to grammar learning. He suggests that consciousness-raising can be done through explicit knowledge. It includes declarative knowledge, books, published articles, teachers' knowledge and practices. This discussion reconfirms the importance of input and clear intake. One of the strategies mentioned by participants was interaction with native speakers- real- world learning. The participants' desire to interact with native speakers shows their liking for communicative method of learning English.

But if we examine this belief in general context, how many learners will have such opportunity to learn English in native speaking environment in the world. Specifically in central Asian countries-i-e India, Pakistan, Bangladesh, or Middle East, where it is very expensive to higher Native speaker teachers for schools. Besides, there are many cultural, political and environmental factors which barricade both the parties.

Given that all the countries of the world are very much conscious of growing importance of English. So they need to revolutionize their system of learning English and ensure that learners learn in natural like environment.

(D)   Teachers' grammatical knowledge is important:

The Participants were asked if they expect of their teachers to know all the rules of grammar. Participant (A) said, "Yes; teachers who are teaching grammar should know all the rules". He added "because, when they talk, and interact us actually we learn much better than they write on board and give assignment." Participants (D and J) Agreed. Learners' this belief is in the line of Ellis (1993) who indicates that effective consciousness-raising motivates learners to pay attention to grammar learning. He suggests that consciousness-raising can be done through explicit knowledge and expert teachers. Further he elaborates that output relates to the teachers' expert teaching strategies and learners involvement.

It is because intake cannot be implicit knowledge if the learner fails to manage the processing operation involved or the restructuring of the existing system. And it is only possible when teacher has a grammar knowledge and language teaching skills. Further (Ringstaff & Sandholtz, 2002) have discussed that a teacher must have knowledge of the subject and of the pedagogy that is inherent to the subject in order to teach a subject effectively.

(E)   Importance of error correction feedback:

Learners were asked if they like error correction feedback. Participant (A) responded "I like teacher correcting my stuff". Participant (D) responded "Yes. Sure. He explained "some reasons in China while they correcting your mistakes, this can embarrass because students are turned on you; so it is pretty best to make things right. In Canada, everything is learning English so it is not big deal to make mistakes." He further said "we feel lot better to change and improve".

These responses answer to the second research question: *What is the role of error correction feedback in learning language and grammar?* Participants notably favoured error correction feedback. Participant (A) responded "I like teacher correcting my stuff". Participant (D) responded "Yes. Sure" Participant (J) said "we feel lot better to change and improve". However, one of the participants expressed his disliking: (S) said "it does not improve our language, rather it frustrates". This expression goes with the line of researchers who are also contradicting on this issue. Some researchers find it effective and others solely reject.

For example Varnosfadrani & Basturnkman (2009) discuss that corrective feedback is effective when it is given at early stages. Further, they explain that explicit correction on the whole is more effective than implicit correction. Because, implicit correction may not so effectively enable learners to understand what is wrong with their erroneous utterances. On the contrary, the explicit correction makes learners more attentive to the corrected features and aware them of their weak areas to work on.

Further, it is explained that learners learn the early features better when explicitly corrected and late features better when implicitly corrected. However, overall teacher has to decide the type of error correction and its features.

In this context, Truscott (1999) finds error correction unhelpful as it does not improve the learners' ability to speak grammatically. He argues that correction interrupts classroom activities and disturbs the ongoing communication process. He indicates that there are many side effects of correction; mainly it frustrates and diminishes the learning interest of learners.

In fact, Truscott does not deny the importance of grammar; but to him correction is ineffective effort because it contributes nothing to the development of grammatical speech. However, he recognizes teachers' efforts to negotiate meaning or content in interactions with learners. And he also values incidental feedback on grammar during negotiations.

Further he warns many consequences of this undesired practice-i-e resentment of learners, nervousness or possible embarrassment. Further, he warns about serious reaction which may come from learners against their oral correction. Overall, Truscott details all demerits and loudly discredits corrections.

But his short-coming pops-up when he does not suggest another way to correct the errors of the learners. However, somehow, the idea of avoiding explicit oral correction attracts, but his suggestion to abandoning error correction needs further investigation.

 I think, role of a teacher is to assist learners to overcome their grammatical problems. Teacher is expected to be on forefront to help his learners to avoid errors in oral as well as in composition. It is very important for a successful teacher to make his learners to realize that he is competent enough to guide them.

And same kind of belief has been expressed by the participants in this research. However, I think teachers should ensure their learners' confidentiality, integrity and unaffected social respect. I have seen some teachers treating learners disrespectful, and humiliating while correcting their errors, that must be ceased immediately.

Conclusion

Two conclusions emerge here. Firstly, natural environment; native speaking teachers and interaction out of the classroom have a vital role in learning language. Secondly, application of language (communication) is more important than defining grammar rules. In addition, error correction feedback helps learners to reform their language. Therefore, if possible learners may be provided real-world environment to interact and improve accent, fluency and accuracy of the language.

More importantly study revealed the expectations and implicit feelings of learners; and the way they analyse their language teacher. The study illustrates that learners appreciate application more than definitions of rules. From this discussion I assume that best approach is blend of both: explicit and implicit method of teaching grammar.

I think while teaching implicit (application) of grammar rules, mostly teacher defines or discusses the rules explicitly at one stage during their teaching.

Though I agree that only explicit (defining rules) may not be effective as compared to implicit (application of rules) to improve fluency of the language. However Krashan agrees that explicit knowledge can be made implicit if the learners have enough practice. Pienemann (1985) as cited by Ellis (1993) indicates that goal of the grammar instruction is the development of implicit grammar through production practices of one kind or another.

Implications: The implications of the study include the reformation process of teachers' instruction decisions in the line of the learners' perceptions. Teachers may reform their grammatical nomenclature and future pedagogical approach. Further findings indicate that there is a great shift underway from the traditional to communicative method of language teaching.

But we should not forget that some school administration in the regions of (Pakistan or Middle East) appreciate traditional method of teaching yet. And, course books are also developed on traditional method of language teaching. Besides, in those regions, learners value grammatical rules more than their applications. Moreover, findings of the study witness the same.

This controversial situation needs teachers to be balanced in their teaching approach. Keeping in view that job security and successful survival in classroom is conditioned with the liking of students and school administration.

However, situation is not the same everywhere, internationally teaching English has been widely changing. Therefore, teaching English may dominantly be ensured on communicative method which may enable learners to naturalize themselves. Teachers may be trained to provide error correction feedback on the learners written as well as spoken language. Finally, teachers need to ensure that input is authentic, effective and real-world related.

Conclusively, this study has documented the participants' points of view about their countries. For example participants who belong to Saudi Arab mentioned that they don't focus on grammar, they just focus on reading. They added even their teachers don't talk much about rules and use.

Participants who belong to China mentioned that there were too many students in class in China, so they were not able to ask teacher questions individually. Further, in China, students listen teachers to pass on the test. Keeping in view that English has been internationally becoming channel of academics, business, media, research and advancement.

And findings of this study reflect the issues related to the learners' perceptions. Therefore, particular countries may take notice to investigate further and invest due attention to facilitate learners to compete in the world. Limited to this study, suggestion emerges like: countries may utilize modern technology into the classroom, which may include online classes with native speaker teachers, audio-visual classes in language labs by trained local teachers.

More importantly, curriculum may be revised and designed on communicative patterns to enable learners to come closer to the real-world situations. Significantly, classroom management may be closely focused.

References

Borg, S. (1999) *Studying teacher cognition in second language grammar teaching System 27*: 19-31.

Brog, S. (2001) Self-perception and practice in teaching grammar. ELT 55(*1*) 21-29

Batstone, R.,& Eliss, R. (2009) Principled grammar teaching. *System, 37*( ), 194-204.

Charmaz, K (2006) *Constructing grounded theory: A practical guide through qualitative analysis*. Thousand Oaks, CA: Sage Publications.

Dörnyei, Z. (2007) *Research methods in applied linguistics*. Oxford: Oxford University Press.

Ellis, R. (1992) Learning to communicate in the classroom. A study of two language learners' request *SSLA* 14- 1-23

Ellis, R (1993) Interpretation-Based Grammar Teaching. *System* 21(1) 69-78

Ezza, E. (2010). Arab EFL learners'writing dilemma at tertiary level *English Language Teaching, 3*(4), *33-39.* Retrieved from

Glasersfeld, E. (2005) Introduction: Aspects of constructivism. In C. Fosnot (Ed.), Constructivism: Theory, perspectives, and practice (2nd ed., pp. 3-7). New York: Teachers College

Hartwell, P (1985) Grammar, grammars, and the teaching of grammar College English,

J. Etherington, S. (2002) Focus on grammatical form: explicit or implicit? *System 30- 433-458*.

McMillan, J. (2005) The impact of high-stakes test results on teachers' instructional and classroom assessment practices. Online submission. Retrieved from http://web.ebscohost.com/ehost/delivery? (ERIC Document Reproduction Service No. ED 490648)

Ringstaff, C., & Sandholtz, J. (2002) Out-of-field assignments: Case studies of two beginning teachers. Teachers College Record, 104, 812-841.

Saldana, J. (2009) *The coding manual for qualitative researchers.* Los Angeles, CA: SAGE.

Truscott, J. (1999) What's wrong with oral grammar correction? *The Canadian Modern Language Review, 55(4), 437-456*

Varnosfadrani, A.D & Basturnkman, H. (2009) *The effectiveness of implicit and explicit error correction on learners' performance. System 37- 82-98*

Weaver, C. (1996) Teaching grammar in context Portsmouth, NH: Heinemann.

Williams, J. (1999) The teacher's grammar book. Mahwah, NJ: Lawrence Erlbaum Assoc.