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International Journal of Language Education and Applied Linguistics (IJLEAL)
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ISSN: 2289-7208 print, 2289-9294 online
03 (2015) 37-50

EFL Teacher Perceptions of Error Correction in Grammar Teaching: A Case Study

Iftikhar Ahmad^{1*}, Noor Raha Mohd Radzuan²

¹*Department of Humanities and Administrative Sciences, Unaizah Community College, Qassim University, 4394 Unaizah 51911, Saudi Arabia.*

²*Centre for Modern Languages & Human Sciences, Universiti Malaysia Pahang, 26600 Pekan, Pahang, Malaysia.*

Article Information

Received 9 September 2015
Received in revised form 20 December 2015
Accepted 24 December 2015

Abstract

This study investigated non-native English as a Foreign Language (EFL) teachers' perceptions regarding error correction in grammar teaching in Qassim University, Saudi Arabia. The main data collection tool of this study was a five-point Likert-scale questionnaire, administered to 48 EFL teachers. In order to triangulate the study, four semi-structured interviews were conducted. Participants were selected based on convenience sampling. The study attempted to identify experience-based and gender-based differences among EFL teachers about error correction in grammar teaching. Descriptive analyses and independent-samples *t*-tests were run using a statistical software, SPSS. The results show that there were no differences of perceptions across teaching experience and across genders. The findings of the study revealed that experienced and less experienced and male and female teachers' perceptions about error correction in grammar teaching are independent of these individual characteristics. Eventually, implications of this study are identified for effective teaching of error correction in grammar.

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Keywords: Error correction; Grammar teaching; Teacher perception

INTRODUCTION

In the context of Saudi Arabian English as a Foreign Language (EFL) paradigm, the emphasis on English language teaching and learning is rather new. It was inducted in Saudi educational system only in 1925 (Al-Nofaie, 2010). After that, because of its international importance, it received a privileged status in all public and private sector educational institutions, and also because most of the modern knowledge is available in English language (Liton, 2012). English is now a compulsory subject at school level (Rahman & Alhaisoni, 2013), and the language of instruction in higher education (Alrashidi & Phan, 2015). Because of the widespread use of English in Saudi Arabian educational institutions, many EFL teachers from all over the world have been appointed (Javid, 2014). This enormous growth in EFL teachers, with varied educational and teaching backgrounds, exhorts for investigating their perceptions regarding English language teaching and learning so as to ameliorate the standard of English language teaching and learning in Saudi Arabia.

* Corresponding author. Tel.: +966-3622295305; Fax: +966-3622217.
E-mail address: iftil2001@yahoo.com [Ahmad, I.]; nraha@ump.edu.my [Mohd Radzuan, N.R.].

The choice of grammar teaching for this study is based on the anecdotal evidence that students find this aspect of language the most difficult (Shiu, 2011). Although a sound knowledge of grammar leads to significant output in language production (Borg, 2013), linguists are divided about the importance of grammar for language teaching and learning. This division has been highlighted by Thornbury (1999), who argues that "...the history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar" (p. 14). This argument reveals the immense importance of grammar and its necessity for language teaching and learning. Linguists like Krashen and Terrell (1983) believe in zero grammar and advocate that mere exposure to target language leads to its acquisition. However, there is a general agreement among linguists that some degree of formal grammar teaching is helpful for learning the target language (Nasaji & Fotos, 2011).

A large number of studies about teacher perception regarding grammar teaching (like Aljohani, 2012; Assalahi, 2013; Ezzi, 2012; Hos & Kecec, 2014) revealed that teachers consider explicit grammar teaching a crucial component of language teaching. One aspect of teacher perception about grammar teaching is providing correction to learners on their errors. In a comprehensive review of research on error correction, Hendrickson (1978) attempted to find answers to five questions regarding error correction in grammar teaching. These questions are:

1. Should learner errors be corrected?
2. If so, when should learner errors be corrected?
3. Which errors should be corrected?
4. How should the learner errors be corrected?
5. Who should correct learner errors?

These five questions have remained largely unanswered, despite the fact that there are numerous studies regarding error correction. Hendrickson himself points out that the answers provided by teachers and linguists regarding these questions are mostly non-empirical and speculative (Abdollahzadeh & Maleki, 2011). The answers to these questions lead educators to create a better teaching and learning environment in error correction in grammar teaching, and EFL teachers are assisted in a meaningful way.

The present study tried to investigate the answers to these questions from EFL teachers' perspectives. The answers to these questions were investigated across genders and teachers with differences of experience in terms of years in teaching English grammar. The rationale behind investigating gender-based and experienced-based differences emerge from the fact that in Saudi Arabian educational system, there are EFL teachers from different countries of the world with different educational backgrounds, different genders and varied teaching experiences (Javid, 2014).

In the context of this study, grammar is taught for four semesters in Qassim University, Saudi Arabia. The courses use books which include *Essential Grammar in Use* by Raymond Murphy, *Basic English Grammar* by Betty Schrampher Azar and Stacy A. Hagen, *Fundamentals of English Grammar* by Betty Schrampher Azar, and *Understanding and Using English Grammar* by Betty S. Azar and Stacy A. Hagen. The students are all Saudi nationals, whose English proficiency level is below the standard (Grami, 2010), especially in all aspects of grammar (Khan, 2011). It is, therefore, warranted to investigate the perceptions of these EFL teachers for a better teaching and learning atmosphere.

The research questions of the study are:

1. How different are experienced and less experienced EFL teachers' beliefs about error correction in grammar teaching?
2. How different are male and female EFL teachers' beliefs about error correction in grammar teaching?

LITERATURE REVIEW

There are various factors which influence the perceptions of EFL teachers. In order to understand the influence of teacher perceptions on the teaching of grammar, it seems imperative to analyze those factors that may shape their perceptions (Samad & Nurusus, 2015). Among the various factors, teaching

experience and gender may also play a pivotal role in influencing the perceptions of EFL teachers which in turn influence their decision making process in classroom. Borg (1998) is of the view that little or no attention has been paid to second language (L2) teacher perceptions in grammar teaching, and how the instructional decisions in the classroom are informed by teacher belief system. A cursory glance at the studies in Saudi Arabia reveals lack of research regarding the perceptions of EFL teachers in grammar teaching (Aljohani, 2012), and the influence of personal characteristics of teaching experience and gender on error correction in grammar teaching.

Researchers have addressed the issue of the influence of these personal characteristics in teaching grammar. For example, Samad and Nurusus (2015) conducted a study in Malaysia, using survey, to investigate the influence of teaching experience, school location and academic background on teacher beliefs in teaching grammar. With respect to teaching experience, the results of the study revealed that there is no statistically significant difference between experienced and less experienced teacher perceptions regarding error correction in grammar teaching. The study further revealed that experienced teachers favoured providing feedback to learners while the less experienced teachers did not believe that it was important. The less experienced teachers did not deviate from their lesson plan to exploit learning opportunities spontaneously, due to which “they de-emphasize the importance of feedback in the teaching of grammar in their classroom” (p. 264). On the contrary, the more experienced teachers were in favour of error correction in grammar teaching and focus on students’ learning through exposure to meaningful language input.

Drawing upon several studies, Mackenzie, Hemmings and Kay (2011) assert that experienced teachers are more effective than less experienced teachers. They suggest that experience of a teacher may help with effectiveness. However, they also believe that some experienced teachers become less effective later in their careers, due to which they suggest that experience alone is not enough to determine effectiveness. They conclude that experience in a particular educational context tends to shape the perceptions of teachers. Similarly Mackey, Polio and McDonough (2004) maintain that educational research suggest that less experienced teachers are more concerned with maintaining discipline in the classroom. Resultantly, such teachers stick to their lesson plan to maintain flow of the teaching routines. On the contrary, experienced teachers are more adept to implement teaching routines, and thus willingly deviate from their preplanned activities.

Some valuable insights, regarding the influence of gender and teaching experience, have also been provided by Moini (2009). He examined EFL teachers’ perceptions in grammar teaching across gender, teaching experience and difference in degrees. He administered a grammar belief questionnaire to 130 EFL teachers from public and private English language institutes with varied teaching experience, gender and degrees in Iran. The questionnaire comprised five parts about grammar teaching. With reference to error correction in grammar teaching, the study did not find any statistically significant difference across genders and teaching experience. Moini believes that experienced teachers, after getting experience, develop a personal method of teaching which reflects their beliefs, experiences, values and classroom realities. Moini further asserts that experienced teacher has a whole set of resources available to him/her, while the less experienced teacher may not have much in his/her repertoire to use.

In an attempt to investigate non-native EFL teacher perceptions about grammar teaching, Aljohani (2012) conducted a study in Saudi Arabia. He administered a survey questionnaire to 45 EFL teachers at tertiary level. The study aimed to explore teachers’ perceptions regarding the meaning of grammar, teaching of grammar, importance of grammar learning, importance of correcting students’ errors and gender differences. To know the differences of perceptions across genders, the study used a *t*-test. The study reported that there was no statistically significant difference of perceptions between male and female teachers regarding error correction in grammar teaching. The study concluded that gender plays no role in teachers’ perceptions about error correction in grammar teaching.

However, there has been a number of studies scrutinizing the influence of gender difference on teachers’ perceptions, and found significant differences between male and female teachers. Estalkhi, Mohammadi, Bakshiri and Kamali (2011) conducted a study in Iran to investigate differences in EFL teachers’ perceptions across genders. They used a mixed methods approach for data collection, including questionnaire, classroom observations and structured interviews. The study found significant difference

between male and female teachers' attitudes and behavior. Both genders had different teaching preferences. Female teachers, as compare to male teachers, were more worried about their students' progress; they put more emphasis on students' accents, and did not use first language in classrooms. On the contrary, male teachers put emphasis on speaking tasks. Similarly Ogden, Chapman and Linward (1994) conducted a study to investigate EFL male and female teachers' perceptions regarding the characteristics of effective teachers. The results showed that female teachers believed that effective teachers were organized, enthusiastic, creative and understanding. Contrary to this, male teachers considered that responsible, fair, humorous and communicating well with the students were effective teachers. Furthermore, Rahimi and Asadollahi (2012) investigated three hundred EFL teachers to know the differences between male and female teachers' teaching styles. The study revealed significant differences across genders. The female teachers used extrovert type activities, like discussion and information gap and group-based, more than male teachers. The researchers assert that "gender is one crucial factor which might influence, in one way or another, teachers' professional lives in general and their teaching preferences in particular considering their personality and individual characteristics".

METHODOLOGY

3.1 Respondents

The respondents of this study comprised non-native EFL teachers from Qassim University in Saudi Arabia. Data were collected from 48 EFL teachers. They were selected based on convenience sampling. In this study, the difference between experienced and less experienced teachers was based on years of teaching English language. Less experienced teachers were those teachers who had less than five years of EFL teaching, while experienced teachers were the ones who had more than five years of EFL teaching (Rodriguez & McKay, 2010). Out of 48 EFL teachers in the study, 30 were male and 18 were female teachers, and 28 were experienced and 20 were less experienced teachers. Table 1 illustrates the means and standard deviations across teaching experience and genders.

Table 1. Demographic data of the respondents across teaching experience and genders.

Teachers	<i>n</i>	Mean	SD
Less experienced	20	3.42	.64
Experienced	28	3.06	.76
Male	30	3.23	.72
Female	18	3.17	.77

In order to understand the phenomenon holistically, the study was triangulated through semi-structured interviews. Four teachers were interviewed. The interviewees were one experienced and one less experienced EFL teacher, and one male and one female EFL teacher. Their selection was based on convenience sampling. These four teachers were true representative of the target population in every sense of the word. They were selected due to their being highly competent in their respective field. They were able and willing to provide rich and relevant data.

3.2 Research Instruments and Procedures

A set of questionnaire was developed on the basis of existing literature on teacher beliefs about error correction in grammar teaching and the five questions posed by Hendrickson (1978). The questionnaire comprised of two sections (see appendix A). Section A sought to collect personal information about the

respondents' gender and years of teaching experience. Section B, consisted of seven statements about error correction in grammar teaching, required the respondents to rate each statement on a given five-point scale, ranging from strongly disagree to strongly agree. Fifty questionnaires were distributed among teachers, out of which 48 were returned; thus, the response rate was 96%. The internal consistency reliability of the instrument was found to be .795, which indicates that the instrument was internally reliable.

In order to validate quantitative data, four semi-structured interviews were conducted. The questions in semi-structured interviews were based on items in the questionnaire (see appendix B). The triangulations of the study lead to its validation (Burns, 2000). The individual interview took approximately 20 minutes. All interviews were recorded on a digital audio recorder and later transcribed manually by the researcher. The transcriptions were then analyzed, and repeated themes were looked for.

FINDINGS

Independent samples *t*-tests were used to find out the differences of perceptions in terms of teaching experience and genders. Sample transcriptions from respondent teachers' interviews are also reported to validate the results. In the first stage of analysis, independent-samples *t*-tests were calculated comparing the mean score of less experienced teachers to the mean score of experienced teachers, and that of the male teachers and to the female teachers. No significant differences across teaching experience and across genders were found. The results are presented in Table 2.

Table 2. Results of independent samples *t*-tests across teaching experience and genders.

	<i>t</i>	df	Sig (2-tailed)	Mean difference
Teaching experience	1.79	46	.08	.37
Gender	.27	46	.79	.06

In the second stage of analysis, descriptive analyses of the questionnaire were conducted, which also revealed that there were no differences of perceptions between experienced and less experienced teachers, and between male and female teachers. The results of the questionnaire are provided in graphical form. These results are validated by semi structured interviews of the respondents. Teachers' perceptions expressed in interviews are not different from those stated in questionnaires.

Item number 1 in the questionnaire aimed to know teacher perception on whether students' grammatical errors should be corrected, which results are presented in Figure 1.

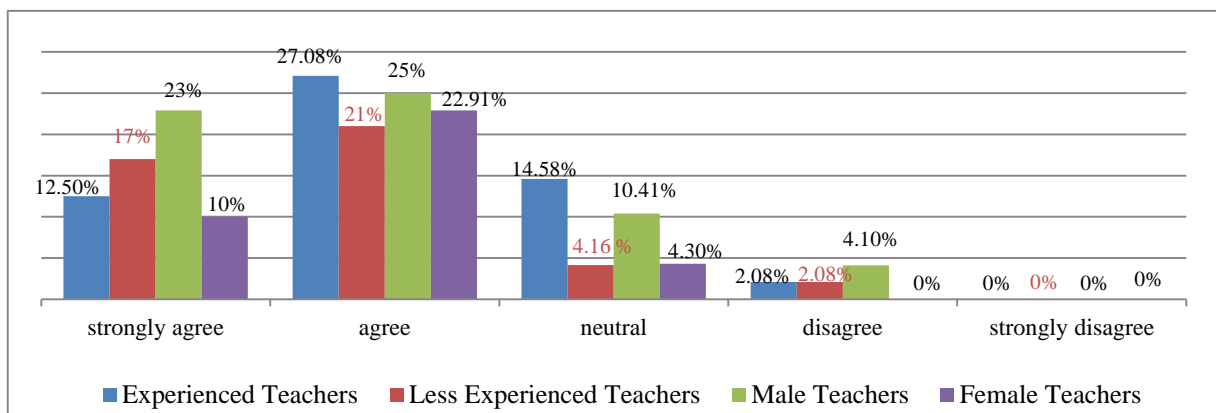


Figure 1. Item 1: Students' grammatical errors should be corrected

Figure 1 shows that there were no differences of perceptions across teaching experience about this issue. Majority of teachers of both groups believed that errors should be corrected, which shows their intolerant attitude towards students' grammatical errors. At the same time, they considered students' grammatical errors natural and part of the learning process. This unanimity of perceptions was also mirrored in their interviews. The experienced teacher said that "teachers should address their [students] errors in the class". However, he believed that error correction should be "...targeted, each and every mistake should not be corrected". The less experienced teacher opined that "when I feel that it is a common mistake then I correct it in front of the entire class".

Figure 1 also indicates similarity of perceptions across genders regarding the correction of students' grammatical errors. A great majority of both male and female teachers agreed that students' grammatical errors should be corrected, which reveals intolerant attitude of both genders towards students' grammatical errors. This approach was found in interviews as well. The male teacher believed that "they [grammatical errors of students] should be corrected". However, he maintained that "grammatical errors are a sign of learning", which showed that he considered commission of errors by students as natural. The female teacher asserted that "there are times when error correction is inevitable; because of these errors, meaning gets affected". She argued that "errors should be corrected so that students get to know how they have to get to structure their sentences".

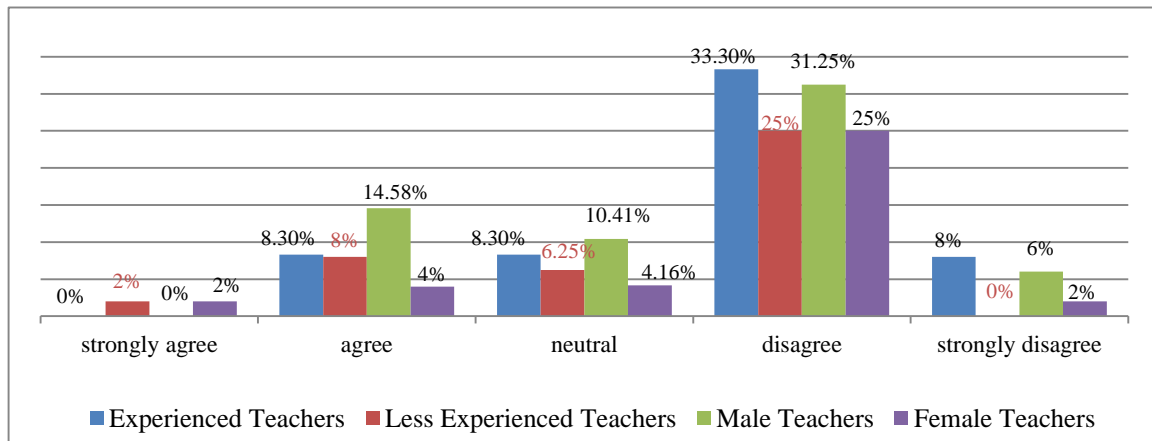


Figure 2. Item 2: Only teacher should correct students' grammatical errors

Figure 2 depicts the findings of whether error correction should be done by teacher or peer, and the results indicate that there were no differences of perceptions across teaching experience. They did not believe in the practice of only-teacher correction. The result shows that both sides believed in student-centered class where students are given the opportunity to help one another. This similarity of perception was also expressed in their interviews. The experienced teacher believed in both kinds of error correction. About peer correction, he said that "At times you give them a chance to work with their partners". The less experienced teacher shared the same perception that "Students should be given the chance to correct each other".

Figure 2 also shows that both genders disagreed that there should be only-teacher correction. It shows that they believed that students' involvement in the correction process was positive. This trend was also noted in the interviews. The male teacher believed that "Only banking on the teacher makes the class teacher-centered". He claimed that "peer correction makes the class learner-centered [and] students feel the responsibility for their learning". The female teacher asserted that "students must be given the chance to correct themselves". She maintained that "when the peers correct each other's errors, the students feel more encouraged".

Item number three focuses on knowing whether students' grammatical errors should always be corrected or when appropriate. Figure 3 shows that both experienced and less experienced teachers disagreed that grammatical errors should always be corrected. This result shows that both groups were

not very adamant towards error correction. In the interview, the experienced teacher commented that correction "...must be there but not always". The reason he provided for this was that "...it may hinder their speech and progress". The less experienced teacher also corrected students' grammatical errors "...only when it hinders meaning".

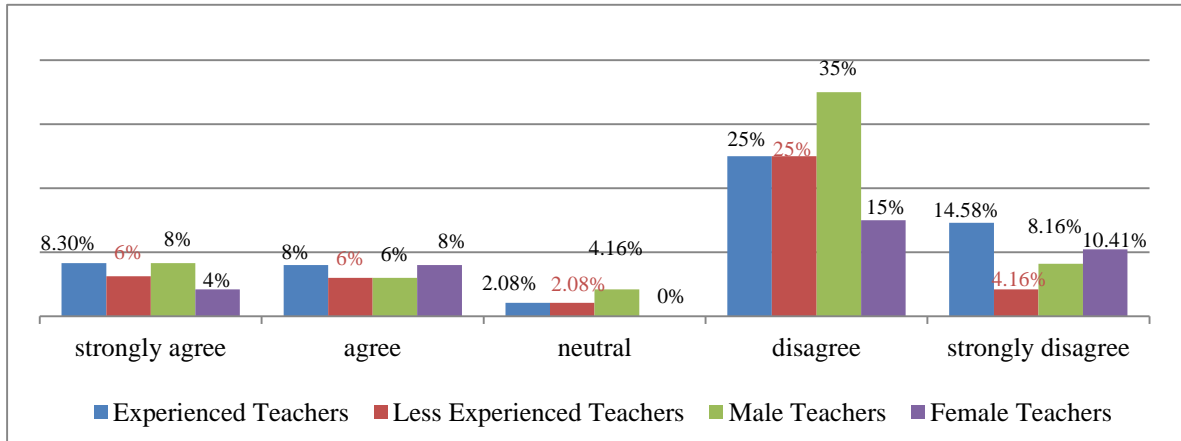


Figure 3. Item 3: Students' grammatical errors should always be corrected

Figure 3 also reveals that there was no difference of perceptions across genders regarding this issue. Majority of both genders disagreed that errors should always be corrected. This similarity of perceptions was also stated in the interviews. The male teacher said that "the teacher should wait for the right time to correct the errors". He believed that correction of errors at the wrong time "can snatch the self-image and motivation of the learners and it can leave them emotionally drained". The female teacher said that errors should "not always" be corrected. She maintained that if "errors affect the overall meaning of the communication, then they must be corrected, otherwise they should be ignored".

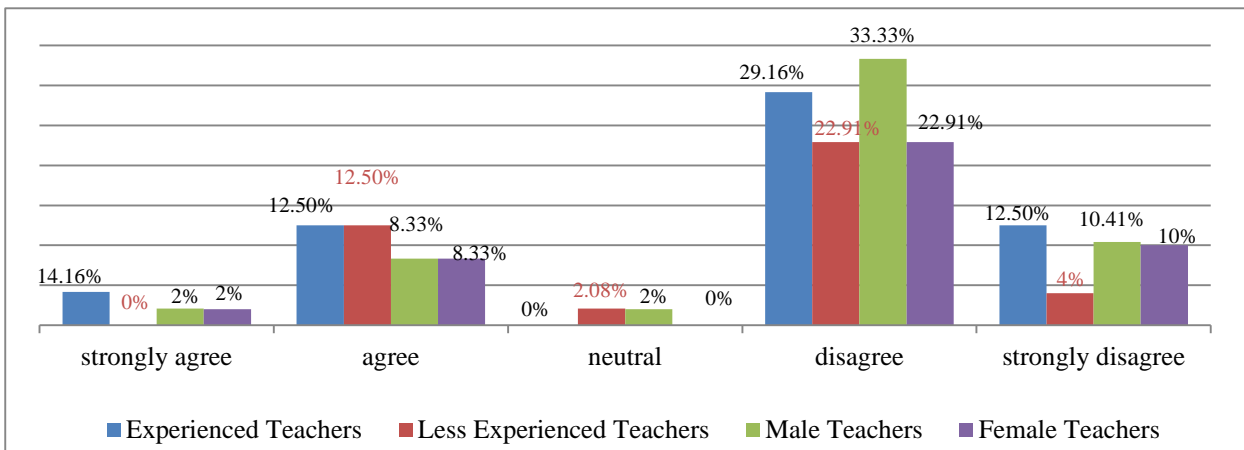


Figure 4. Item 4: A teacher should immediately correct students' grammatical errors

Figure 4 depicts results of item 4 on the perception of the dichotomy between immediate and delayed grammatical error correction. The result shows that teachers across teaching experience showed similar perceptions in which they disagreed to immediate grammatical error correction. In the interviews, the experienced teacher said that "...at times you may correct immediately, but in most of the cases I think you should delay it till the end." The logic he provided for delayed error correction was that "...you hinder the progress of the learner when you correct each and every mistake instantly." The less experienced teacher believed that he corrected students' errors "...when it is appropriate." Mostly he

gave delayed correction in order “to give them [students] more self-confidence [and] to express themselves.”

The result also reveals unanimity of perceptions across genders and both male and female teachers disagreed to immediate error correction. This similarity of perceptions was also viewed in the interviews. The male teacher believed that “you don’t need to start making the correction immediately; that can be counter-productive to language teaching and learning.” However, he asserts that if grammatical errors “lead to collective wrong habit formation...you should correct immediately.” The female teacher also believed in delayed error correction and asserted that “let them [students] complete the activity, and the teacher can keep noting down these errors, and later on, after the activity is over, the teacher may have a discussion on these errors.”

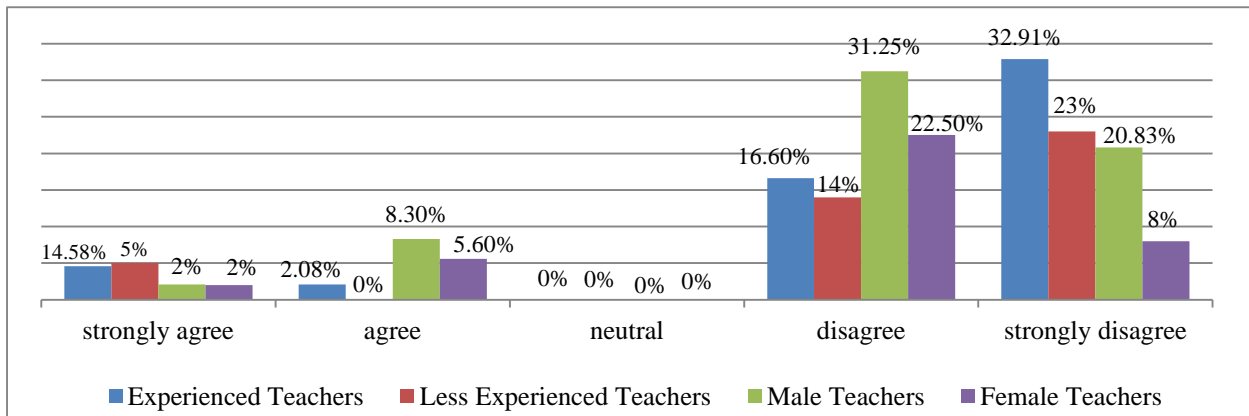


Figure 5. Item 5: It is important to correct grammatical errors in students’ oral communication

Item number five in the questionnaire aimed to know teacher perception regarding provision of correction during students’ oral communication. Figure 5 shows that majority of experienced and less experienced teachers disagreed that correction should be provided during students’ speech. The result shows that these teachers were not in favour of disturbing the students’ speech. In the interview, the experienced teacher expressed that “I don’t think this is a good idea to interrupt the learner when he speaks.” The less experienced teacher believed that if oral correction is provided then “it will silent your student. They will lose their faces. They will end with no body to participate.” He further emphasized that in “oral errors I prefer not to correct, not to interrupt the message”. However, he believed that “if it hinders meaning, then it might be a kind of recasting.”

Figure 5 also shows that an overwhelming majority of both male and female teachers strongly disagreed to the idea of correction during oral communication. There was no difference of perception between male and female teachers about this issue. This similarity of perceptions was also present in their interviews. The male teacher commented that “in oral communication, the grammar teacher should first focus on the development of the learners’ fluency.” Similarly the female teacher was also against the interference of teachers during oral work and maintained that “the teacher should encourage them [students] and allow them to continue their communication, [and] once the activity is over, the teacher may focus on the errors.”

Item number six in the questionnaire aimed to know the perceptions of teachers about how they correct students’ written errors in grammar. Figure 6 illustrates that majority of experienced and less experienced teachers believed that all grammatical errors in written work should be corrected. In the interview, the experienced teacher believed that “In written errors, if errors are not corrected then students might think them as correct. Then it will give wrong message.” The less experienced teacher commented that “they all should be corrected [but] priority should be given to global errors, those which hinder meaning.” It shows that the respondent teachers agree that if written errors are not corrected then they will fossilize.

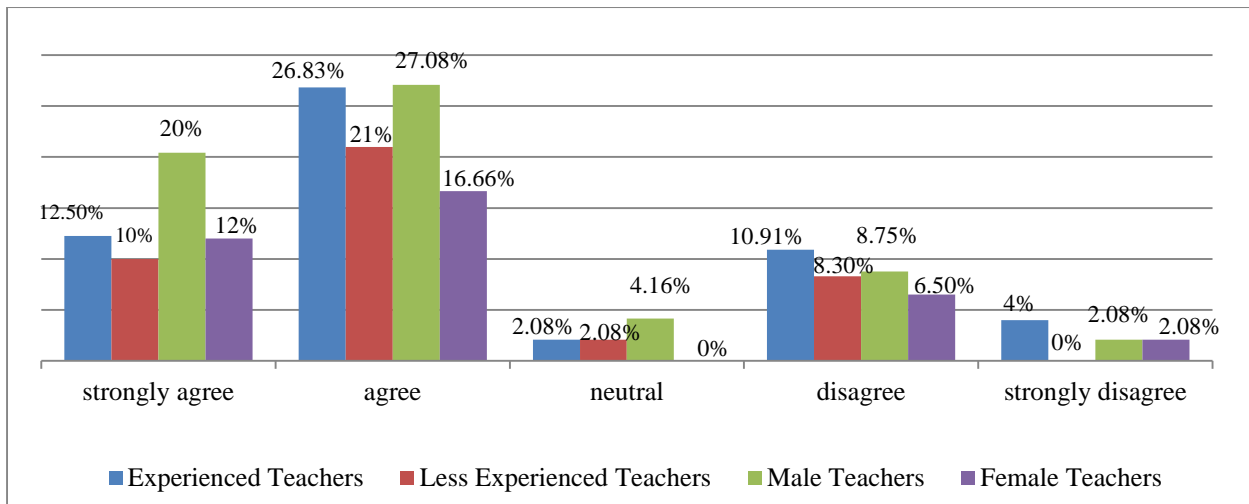


Figure 6. Item 6: It is important to correct grammatical work in students' written work

Figure 6 also reveals that there was no difference in perception between male and female teachers about the provision of correction in written grammatical work. Majority of both genders of teachers agreed to the statement. Both genders shared the same opinion in the interviews. The male teacher commented that it was “very necessary to correct all the [written] errors made by the learners.” He argued that “when you don’t correct...they can become a permanent feature of their written competence.” He insisted that “you should carry on the correction work excessively.” The female teacher asserted that “most of the times the written activities demand the teachers to concentrate on the grammatical structures of the students; therefore, it becomes important for the teacher to correct such kind of errors.”

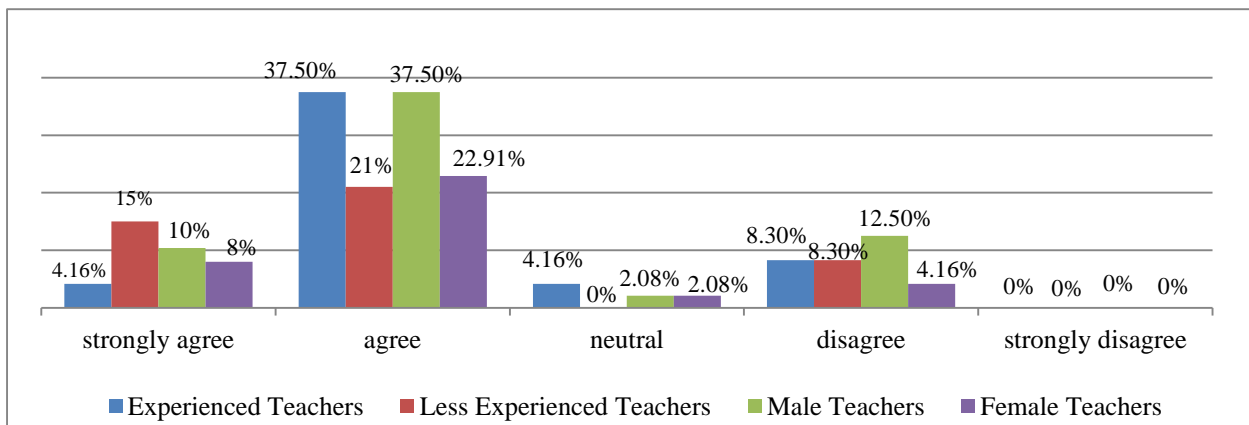


Figure 7. Item 7: A grammar teacher should use comments for correction

Item number seven in the questionnaire aimed to find out teacher perception about the provision of metalinguistic correction in grammar. Figure 7 demonstrates that an overwhelming majority of experienced and less experienced teachers agreed to this concept and we see no difference in perception. It shows that these teachers agreed on the utility of comments by teachers on students' errors. In interview, the experienced teacher expressed that “I think it will have positive effect if you give ...comments, particularly they should know why it is wrong.” He gave examples for provision of comments that “for third person singular you must use ‘s’ or ‘es’ or for perfect tense you should use the past participle form of the verb”. The less experienced teacher also expressed that “sometimes if you feel that there is a problem, for instance, in subject-verb agreement” then comments should be provided.

Figure 7 also shows a complete harmony of perceptions across genders. Most of the two groups of teachers agreed to the use of comments for error correction. The same harmony of perceptions was also conveyed by the teachers during interviews. The male teacher believed that “comments are like double-edged weapon...they are a big tool with the teacher to make or break the students.” He commented that “positive comments give lot of confidence to the learners [while] negative comments can play havoc with the zeal and zest of the learners”. The female teacher shared the same views and maintained that “some kind of explanation of the errors and how those are to be corrected must be given [to the students] so that they should understand.”

DISCUSSION AND CONCLUSION

This study investigated the influence of some personal characteristics of teachers such as differences of gender and differences of teaching experience, in terms of years of teaching, on error correction in grammar teaching. The results of the study did not show any statistically significant difference of perceptions across genders and across teaching experience. There is a general perception that experienced teachers, because of several years of teaching, are better teachers than less experienced teachers (Richards, 2012). Richard believes that this perception is based on the belief that experienced teachers are well aware of the dynamics of teaching; they are well aware of the needs of their students, while less experienced teachers are more interested in the contents and maintaining discipline in the classroom. However, the results of this study revealed that differences of gender and teaching experience had no effect on teachers’ perceptions regarding error correction. Teacher perceptions about error correction in grammar teaching are independent of these individual characteristics. Lack of difference of perceptions across teaching experience may be interpreted in terms of a close collaboration between these two groups of teachers. Experienced teachers may transfer their teaching experience and knowledge to less experienced teachers because of close cooperation. This may lead to a modification of teaching techniques by less experienced teachers regarding error correction in grammar teaching in order to get adjusted to the realities of the classrooms. This similarity may also be interpreted in terms of the same teaching and learning environment in the Saudi Arabian EFL paradigm. The results are supported by previous studies. For example, Moini (2009) and Samad and Nurusus (2015) compared less experienced and experienced English language teachers and did not find any statistically significant difference of perceptions between these two groups regarding error correction in grammar teaching.

The results of this study also indicated that gender has nothing to do with teachers’ perceptions about error correction in grammar teaching. This result may be interpreted in terms of the same teaching environment. This makes sense in the context of a centralized system of education where administrative policies, syllabus and other aspects are decided by a single decision making body. The results are in harmony with previous studies, like Aljohani (2012) and Moini (2009) came to similar results regarding male and female teachers’ perceptions about error correction in grammar teaching. However, the results of this study in relation to genders are different from some previous studies (like Estalkhi, Mohammadi, Bakshiri & Kamali, 2011; Ogden, Chapman & Linward, 1994; Rahimi & Asadollahi, 2012). Estalkhi, Mohammadi, Bakshiri and Kamali (2011) maintain that the sources of differences across genders are their professional experiences, educational background, cultural background and personality traits. They claim that gender is a crucial variable which directly affects teacher’s perceptions.

The results of the study have several implications for the language teachers, language learners, policy makers, educational administrators and future researchers. First, a close study of this research will bring about awareness in EFL teaching through informing the teachers about error correction in grammar teaching across different genders and experience. Second, this study will enrich our understanding of the way teachers perceive correction of learners’ errors in grammar teaching in Saudi adult learners’ classes. Third, the findings, such as the teachers’ traditional stance on error correction and error treatment suggest that continuous in-service training is necessary to develop teachers professionally. Fourth, the study will allow the teachers to aware themselves of the new trends in the field of language education and thus reflect on their own teaching practices. Fifth, the study will, in turn, lead to a culture of planned, motivated and contemplative English language teaching approaches, methods and techniques. Sixth, the study has also opened some new areas of research such as the perception of the learners about the error

treatment given to them by the teachers. It is yet to be explored what positive and negative impacts the error correction moves, techniques and strategies have on the learners' psyches and motivation in the EFL context. Last but not the least, the study will provide teachers with a forum to discuss their perceptions about different aspects of language teaching and also get feedback about their teaching. Consequently, teachers will be polished professionally as they will reflect on the scenario around and get involved into action research activities.

This study had some limitations. Addition of direct observations of teachers in the classrooms can enhance our understanding of teachers' perceptions about error correction in grammar teaching. Such qualitative evidence can better illuminate the area under study. The results may enjoy more validity if teachers' perceptions about error correction are combined with classroom observations.

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Appendix A: EFL Grammar Error Correction Questionnaire

This questionnaire intends to find out your perceptions about error correction in English grammar teaching. I'll be grateful if you carefully read each item and provide an answer. Your responses will be treated with complete confidence.

SECTION A

1. Gender: male female
2. Experience in teaching English
 a. less than 5 years b. more than 5 years

SECTION B

Read the following statements and choose the answer that best explains your views. Select the option according to the following key:

- | | |
|-------------------|---|
| Strongly disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |
| Agree | 4 |
| Strongly agree | 5 |

STATEMENTS	SD	D	N	A	SA
Students' grammatical errors should be corrected.	1	2	3	4	5
Only teacher should correct students' grammatical errors.	1	2	3	4	5
Students' grammatical errors should always be corrected.	1	2	3	4	5
A teacher should immediately correct students' grammatical errors.	1	2	3	4	5
It is important to correct grammatical errors in students' oral communication.	1	2	3	4	5
It is important to correct grammatical errors in students' written work.	1	2	3	4	5
A grammar teacher should use comments for error correction.	1	2	3	4	5

Appendix B: Semi-Structured Interview

Thank you for taking part in this study and for agreeing to be interviewed. The aim of this study is to know your perceptions regarding error correction in grammar teaching. Your responses will be used for research purposes only and will be confidential.

Date:

Interview No.:

1. Could you please tell me how do you view errors committed by your students in the grammar class in Saudi Arabia?
2. When it comes to correction work, do you think teachers correction is more important or peer correction works better in Saudi Arabia?
3. Do you believe that students' grammatical errors should always be corrected?
4. How would you compare and contrast the correction work on written and oral grammatical errors of your Saudi students?
5. Do you believe that a grammar teacher should use comments for error correction?
6. What do you feel, when error correction works and what is the right time for correcting the errors?