

Rethinking of Self-Monitoring and Self-Response Roles in Teaching Grammar Knowledge to Iranian EFL Learners

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Abstract : In the present days, learning and teaching researchers have emphasized the role which teachers, tutors, and trainers' constraint knowledge treat in resizing and trimming what they perform in educational atmosphere. Regarding English language as subject to teaching, although the prominence of instructor's knowledge about grammar has also been stressed, but the lack of empirical insights into the relationship between teacher' self-monitoring and self-response of grammar knowledge have been observed. With particular attention to the grammar this article indicates and discusses information obtained self-feedback and conversing teachers of a kind who backwash the issue. The result of the study indicates that enabling teachers to progress and maintain a logical and realistic awareness of their knowledge about grammar have to be prominent goal for teachers' education and development programs.

Keywords : grammar knowledge, self-monitoring, self-response, teaching grammar, language teaching program

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