The Iraqi EFL Pre-Service Student Teachers’ Attitude on Teaching Grammar at ELT Departments of Salahaddin University

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Abstract:
This study aims chiefly to know the pre-service teachers’ perspectives about learning and teaching grammar at ELT departments in Erbil especially English departments at Salahaddin university-SUE in Erbil, because the majority of pre-service teachers suffer from the pattern and the old methods and basically attempt to teach and learn a foreign language in a new and quick. Consequently, many of pre-service teachers favor at teaching and learning grammar with four skills (listening, speaking, reading and writing). But some pre-service teachers are against this perspective and likes to learn grammar as an independent course. There are obvious that language is null without grammar. Yet, some linguists believe that grammar is not needed while some claim that grammar is necessary and should be taught. If teaching grammar is needed, what approach teachers should follow and use. To investigate the aim of the study, both approaches qualitative and quantitative has been adopted in which the approaches to teaching grammar, the benefits and drawbacks of each approach are discussed. A questionnaire was administered to the participants. The questionnaire was administered to 60 pre-service teachers who were randomly selected from College of Languages, Education and Basic education at Salahaddin University for the academic year of 2015-2016, they were chosen as the sample of this research. The questionnaire was used to gather the data about their perspectives to teaching and learning grammar. The results confirm that students are motivated to learn English language unconsciously and to be exposed to English language for learning it and majority of the pre-service teachers think that grammar should be taught in learning English because grammar plays a crucial role in language learning and teaching and it helps the learners to improve their grammatical and communicative competence. The participants, also think that the pedagogical objectives can be attained in teaching grammar courses and achieve the learning outcomes.

Keywords: The pre-service teachers’, Inductive, Deductive, Student perspective, Teaching grammar as independent.

1. Introduction:
The study deals with the pre-service student teacher’s perspectives on learning and teaching grammar at ELT departments. Some linguists state that it is essential for teaching any foreign language, but other see it stops the progress of the process of the acquisition of the second/ foreign language (Krashen, 1982). Even experts of language teaching from past and modern are questioning the idea of including grammar lesson in second language teaching, like who says, Krashen (1982) that stated "The effects of grammar teaching …… are peripheral and fragile". This constant debate over the usefulness of the form of grammar teaching and as a result the form of grammar instruction, where
no one is able to support the claims with conclusively proved research, resulted in many different ways and techniques of organizing grammar instructions, among them exactly are the two important inductive and deductive methods.

The first inductive method is based on the true belief that knowledge of the grammatical rules should be acquired through stating samples of speech that present a particular construction, here students get the rule from the idea and subconsciously learn and know them by reoccurring patterns (Thornbury, 2009).

And the second deductive method is the explicit rules and information about a language are given to the students in the process of language education, and consequently, they exercise these standards when they use the language, which means that the teacher directly shows or tells what he/she wants to teach.

So the inductive method is one of the two ways in which learners of a foreign language can gain understanding of that language that is called “rules discovery path” in which grammar rules are presented and learners are connected through the study and manipulation of speech examples such as studying the four skills; listening, reading, speaking and writing in an inductive way, without having met the rules, learners study the speech examples and these examples lead an understanding of the grammatical rules. (Morshia, 2005) Unfortunately, students at Salahaddin University still complain their lack of grammatical, communicative competencies and language proficiency, as found that the majority of the students at university in Erbil are suffering from Lack of linguistic items such as lack of grammar patterns that prevented them from speaking English actively. So this study attempts to find out the reasons are the grammar should be taught through four skills or independent subject using the pre-service teachers’ questionnaire which is considered a principal instrument of the study to understand their views, perspectives, conceptions or perceptions, comments, and manners towards grammar teaching in the English departments.

1.2. Research Questions:

This study was conducted to provide the answer to the following research questions;

1. What are the factors that have impacts on pre-services teachers’ attitudes towards teaching grammar?

2. Whether teachers’ endeavors for implementing methods in teaching and learning the English language are convincing in the light of textbooks of grammar or not?

3. Should grammar be taught as an independent subject or it should be taught throughout teaching communication lesson in which the four skills (listening, speaking, reading and writing) as integrated skills will be taught?

2. Methodology:

2.1. Introduction:

This section deals with data collection which contains population and sample of the study, participants’ questionnaire, its validity and its reliability in addition to statistical means used in this study.

2.1.1. Population and Sample of the Study:

Participants of the study are (60) the fourth year senior students and they have experience in learning more than sixteen years, they are pre-in service teachers. Twenty from the College of Education (10 females and 10 males), twenty from the College of Languages (10 females and 10 males) and twenty from the College of Basic Education (10 females and 10 males) in the University of Salahaddin, Erbil are chosen in the academic year (2015-2016). The quantitative method is adopted to find out the student’s attitudes to teaching grammar throughout the questionnaire tools.

2.1.2. Instrument:

The purpose behind the students’ questionnaire which is considered a principal instrument of the study is to understand their view, conception or perception, comments, and manners towards grammar teaching in the English departments. The questionnaire contains (47) items which are designed to discover the pre-service teachers’ attitudes towards grammar courses and whether grammar should be taught as separate courses or should be learned unconsciously via communication module.

The questionnaires are constructed in the form of questions and statements. The items are answered through five options of the level of frequency depending on the Likert Scale. The level of frequency is used for the level of pre-service teachers’ perspectives to grammar teaching. The options are: always, often, sometimes, rarely, and never. The highest point takes (4) marks which is always, and the lowest point takes (0) for the item.
which is never. The other given marks respectively. Often (3) marks, sometimes (2) marks, and for rarely (1) mark. In addition, the ethics of researching are taken into account. That is all participants are requested to participate generously that is to say, they were free to participate or not. In fact among the whole number of the students about (94) students participated, and then (60) questionnaires are chosen because some students changed their mind and they did not complete their questionnaire. The students are required to fill in the questionnaire in the classroom in more than thirty minutes, by the assist of researcher’s clarification of the meaning and aims of the questionnaire items. That is to say, all the items are explained and all the participants’ queries are answered. The questionnaires were used with the students. Also, the students' questionnaires were quite similar except for some changes in wording. Each questionnaire consists of three sections as summarized below.

Table 2.1: Do you think it is better to learn English language unconsciously?

<table>
<thead>
<tr>
<th>Mean = 3.08</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
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<td>1.7</td>
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<tr>
<td></td>
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<td>6.7</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
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<td>16.7</td>
<td>25.0</td>
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<tr>
<td></td>
<td>Often</td>
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<td>56.7</td>
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<tr>
<td></td>
<td>Always</td>
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</table>

The mean of this item is 3.08. This output shows that majority of pre-service teachers prefer to learn English language unconsciously. It can be concluded that pre-service teachers are motivated to learn English language unconsciously and to be exposed to English language for learning it and majority of them think that grammar should be taught in learning English because grammar plays a crucial role in language learning and teaching and it helps the learners to improve their grammatical and communicative competence.

Table 2.2: Do you think that grammar should be taught in learning English?

<table>
<thead>
<tr>
<th>Mean = 3.13</th>
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<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
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<td>Sometimes</td>
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</tr>
<tr>
<td></td>
<td>Often</td>
<td>16</td>
<td>26.7</td>
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<tr>
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<td>Always</td>
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<td>48.3</td>
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</table>
The mean of this item is 2.58. This output shows that pre-service teachers prefer to learn English language through instructions. Grammar courses have the fundamental role in the process of learning and teaching English since they are considered tools to improve the pre-service teachers’ skills and capacity to use. Majority of pre-service teachers think that form, meaning, and use should be integrated in teaching grammar, this is due that majority of pre-service teachers prefer to learn grammar in context throughout learning English language.

Table 2.3: Do you think that grammar should be taught as independent courses?

<table>
<thead>
<tr>
<th>Mean = 3.13</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
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<td>Occasionally</td>
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<td>26.7</td>
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<td>Always</td>
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<td>Total</td>
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The mean of this item is 2.15. This indicates that the department of English language could easily exploit this extent of pre-service teachers to learn the English Language for deciding that grammar should be designed for achieving its objectives, and teachers also could exploit this in order to choose the best type of grammar that achieves the purposes in teaching and learning the English language.

3. The Results of pre-service teachers’ Quantitative:

Table 3.1: The Results of Pre-service Students Teachers’ Perspectives on Learning and Teaching Grammar

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The above outputs are pre-service teachers’ perspectives to teaching grammar. The options are 0-‘Never’, 1-‘rarely’, 2-‘Sometimes’, 3-‘Often’ and 4-‘Always’. This means that the mean between 0-‘Never’ and 4-‘Always’ is 2. In other words if the mean is more than 2 it is positive, if the mean is 2 it is neutral and if the mean is less than 2 it is negative. Additional statistical information about pre-service teachers’ perspectives is presented as follows:

3.1. The Results of pre-service teachers’ Questionnaire:

The average of the means of the pre-service teachers’ questionnaire is 2.683. Therefore it is said that more than half of the pre-service teachers acknowledge that grammar has a crucial role in language learning and teaching to assist the learners to improve their grammatical and communicative competence.

It can be concluded that pre-service teachers are motivated to learn English language unconsciously and to be exposed to English language for learning it and majority of them think that grammar should be taught in learning English because grammar plays a crucial role in language learning and teaching and it helps the learners to improve their grammatical and communicative competence. Grammar courses have the fundamental role in the process of learning and teaching English since they are considered tools to improve the pre-service teachers’ skills and capacity to use. Majority of pre-service teachers think that form, meaning, and use should be integrated in teaching grammar, this is due that majority of pre-service teachers prefer to learn grammar in context throughout learning English language. This indicates that pre-service teachers could easily learn grammar of the language if they lived in real context of English more than through instructions. Pre-service teachers also think that the pedagogical objectives can be attained in teaching grammar courses and achieve the learning outcomes. In this case, it is obvious that pre-service teachers are connected inside and outside classroom contexts for their best learning by effective grammar courses. Pre-service teachers are satisfied with their level of awareness and building capacities for speaking English fluently via grammar courses. They prefer grammar to be taught throughout teaching the four skills (listening, speaking, reading and writing).
and writing). They think that grammar should be taught in conjunction with other subjects, this is due to the fact that more pre-service teachers prefer to learn grammar in context throughout learning English language and more pre-service teachers affirm that they like communication lessons because it involves the use of tools such as films and documentary and they learn grammar unconsciously because it is motivated by cultural and mediation tools. This indicates that pre-service teachers could easily learn grammar of the language if they lived in real context of English; teachers also could exploit this opinion to help pre-service teachers to participate in situational context of English Language. The majority of the students believe that the current curriculum is adequate for learning English language and teaching grammar courses. Pre-service teachers are satisfied with the type of curriculum which is represented by teaching grammar contexts and it better matches pre-service teachers’ development because it is in accordance with their needs and level. They are satisfied with the teachers’ level in implementing methods of teaching and learning English language via teaching grammar; on the other hand, the methods are persuasive in the light of text books of grammar, English departments program and activities of learning English language as a second/ foreign teaching and they motivate pre-service teachers.

Also it can be inferred from the pre-service teachers’ opinion that there is a proper environment for the pre-service teachers to understand nature of English language learning but not acquisition in the universities, but they confirm that there is a proper environment for the pre-service teachers to learn English among themselves and communities. The majority of the pre-service teachers like and have motivation to study through cooperative interactions. This is due to pre-service teachers’ self-motivation to mediate themselves into group working for learning and studying English language. The majority of the pre-service teachers confirm that they participate in the teaching process in group, pair or individual discussions such as contributing presentations in classroom teaching and learning processes cooperatively and this is due to teachers’ implementation of the cooperative methods of teaching and learning. This also illustrates that there is student-teacher mediation and practice, where the parts of the lesson’s topic or the whole is summarized to assist them rearrange the outstanding points or ideas of grammar. More pre-service teachers affirm that they are supplied with opportunity to inquiry, ask questions and to discuss what is not understandable, and they have motivation to study through interactions. This indicates that pre-service teachers have self-motivation to share in the interaction procedure for learning and studying English language. Thus this improves the critical thinking of pre-service teachers as well as it solidarities their verbal thought. At the same time pre-service teachers confirm that their teachers alter methods of teaching according to their levels of development. This indicates that the teachers in a way to provide potential help according to pre-service teachers’ current level of development. More pre-service teachers confirm that they like communication lessons because it involves the use of tools such as films and documentary and they learn grammar unconsciously because of motivation of the cultural and mediation tools and this is due to the fact that the teachers use the technologies such audios and videos that lead to the process of learning grammar unconsciously. Also pre-service teachers affirm that Language and especially communication skills (speaking, reading, writing, listening and non-verbal) are utilized and integrated. This indicates that the teachers in a way provide potential assistance according to pre-service teachers’ current level of development.

Concerning methods of teaching grammar, more pre-service teachers are aware of the methods and what is going to be taught. This is due to the teachers’ implementation of different methods in teaching. Pre-service teachers believe that the inadequate methods of teaching grammar decrease the advantages of the assigned grammar course. This illustrates that pre-service teachers are convinced with the implemented methods in teaching grammar; on the other hand, the methods motivate pre-service teachers to feel that the process of teaching is for them. It provides inductive or bottom up education that provides individuals activation in their classroom, therefore more pre-service teachers do not prefer to learn English language through translation (traditional) in teaching English grammar. Also more pre-service teachers do not prefer to learn English language through structural method in teaching English grammar. While more pre-service teachers prefer to learn English language through communicative and cognitive approaches in teaching English grammar according to their perspectives. This indicates that teachers could easily exploit this extent of pre-

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service teachers for learning English Language to concentrate on communicative and cognitive methods in teaching English grammar that lead to the process of learning grammar unconsciously. That is why the pre-service teachers are in some extent motivated. Teachers also could exploit this for achieving the purposes of teaching grammar in teaching English language.

Concerning grammar courses the majority of the pre-service teachers think that teaching grammar needs to be considered. They considered teaching grammar tools to improve the pre-service teachers’ capacity and skills to use English language. This indicates that the departments of English language could easily exploit this extent of pre-service teachers to learn English Language for deciding that grammar should be taught in learning English. Even the majority of pre-service teachers prefer to learn grammar in context throughout learning English language, but more pre-service teachers do not refuse to learn English language through instructions or grammar to be taught as independent courses in learning English language, this is due to the status of English as a foreign language in Iraq. This illustrates that the department of English language could easily exploit this extent of pre-service teachers to learn English Language for determining that grammar courses should be in curriculum as separate courses or to be taught in contexts for teaching and learning English Language, and teachers also could exploit this in order to select the best type of grammar that achieves the objectives in teaching and learning English language. Therefore; pre-service teachers are convinced with the underlined patterns to be taught by the teacher or to be found out by the pre-service teachers on their own. Even there is a contradictory result, but this indicates that grammar courses are regarded as tools to improve the pre-service teachers’ skills and capacity to use English language; therefore, pre-service teachers prefer both methods. This indicates that the department of English language could easily exploit this extent of pre-service teachers to learn English Language for deciding that grammar should be designed for achieving its objectives, and teachers also could exploit this in order to choose the best type of grammar that achieves the purposes in teaching and learning English language.

4. Discussion:

The present study investigated the pre-service teachers’ perspectives on teaching grammar at ELT departments in Erbil City especially English departments at Salahaddin University - SUE in Erbil, because some linguists insist that teaching grammar is essential for teaching any foreign language, but other linguists state that it stops the progress of the process of the acquisition of the second/ foreign language. Even experts of language teaching from past and modern are questioning the idea of including grammar lesson in second language teaching or not, therefore this study raised the following questions as research questions which are 1. What are the factors that have impacts on pre-service teachers’ attitudes towards teaching grammar?, 2. Whether the teachers’ level of teaching in applying the methods of teaching and learning English language throughout grammar courses are satisfied in the light of textbooks of grammar or not. 3. Whether the grammar should be taught or not? 4. Should grammar be taught as an independent subject or it should be taught throughout teaching communication module in which the four skills (listening, speaking, reading and writing) as integrated skills will be taught?, were answered through the questionnaire and interviews. The participants of this study were EFL students and teachers at Salahaddin University-Erbil (SUE). College of Education, College of Languages and College of Basic Education.

Also the study hypothesized that learners in general might not seem to have a certain conception of what the term ‘grammar’ is as definition idea, process or value; therefore the study was an attempt aim to improve lesson in order to meet learners’ needs that is most of the learners might not know the basic role of grammar courses in the process of learning and teaching English and that these courses are regarded as an attempt in the hope of improving the pre-service teachers’ skills and capacity to use English language.

Also it hypothesized that most of learners might not know the value of everyday language that is extremely vital to them, and those inappropriate methods of teaching grammar decrease the merits of the assigned grammar lesson and this may be due to the current curriculum that is somewhat not successfulness for learning English language and teaching at University or may be due to the strategies which may not be implemented in appropriate ways which decrease acquiring language skills.

In addition to these facts, there might not be a proper environment for the pre-service teachers to
understand nature of language acquisition and learning English in the universities and among themselves and communities and learners might not satisfied with the extent of grammar courses and strategies that are implemented in English departments program as found by (Dizayi, 2016). Most of the speaking demotivating factors are related to the linguistic, environmental, psychological factors that hindered pre-service teachers at Salahaddin University-Erbil from speaking English in the classroom. As a result, learners might not be satisfied with their level of awareness and building capacities for speaking English fluently and they feel lacks of opportunities to develop their skills, knowledge, attitudes and values required for learning English.

5. Conclusion:

While throughout working on this study as a whole, the study comes across a number of the most important points that are precious value and have to be paid success attention in future efforts of teaching, since many factors have impacts on pre-service teachers’ attitudes towards teaching grammar at University in Erbil, because the process of learning and teaching are regarded as a complex process. This complicated process interplays between the teacher’s intention in choosing the implemented methods of teaching, preparing classroom settings, motivating pre-service teachers, choosing syllabus, individual learners in participating classroom activities who should be aware of the challenges and frustrations that face him in the application of this complicated process, syllabus that may not achieve the needs of the learners and community and the environment and classroom setting that might not be a proper environment for the learners to understand nature of language acquisition and learning English in the universities and among themselves and communities. The present study has concludes that all these factors have impacts on pre-service teachers’ attitudes towards teaching grammar at University in Erbil.

Concerning the teachers’ level of teaching in applying methods of teaching and learning English language throughout grammar courses whether they are convincing in the light of textbooks of grammar or not?. The present study has come up with that the majority of pre-service teachers are convincing to the methods of teaching grammar, since more pre-service teachers are aware of the methods and what is going to be taught. This is due to the teachers’ implementation of different methods in teaching. This illustrates that pre-service teachers are convinced with the implementing methods in teaching grammar; on the other hand, the methods motivate pre-service teachers to feel that the process of teaching is for them. It provides inductive or bottom up education that provides individuals activation in their classroom, therefore more pre-service teachers prefer to learn English language through communicative and cognitive approaches in teaching English grammar according to their perspectives. That is why the pre-service teachers are in some extent motivated. The majority of the pre-service teachers like and have motivation to study through cooperative interactions. This is due to pre-service teachers’ self-motivation to mediate themselves into group working for learning and studying English language. The majority of the pre-service teachers confirm that they share in the teaching process in group, pair or individual discussions such as contributing presentations in classroom teaching and learning processes cooperatively and this is due to fact that the teachers implement the cooperative methods of teaching and learning. This also illustrates that there is student-teacher mediation and practice, in which the parts of the lesson’s topic or the whole is summarized to assist them rearrange the outstanding points or ideas of grammar. More pre-service teachers confirm that they are supplied with opportunity to ask questions and to discuss what is not understandable, and they have motivation to study through interactions. This is due to the fact that pre-service teachers’ self-motivation for learning and studying English language and to participate in the interaction process. Thus this improves their critical thinking as well as it enhances their verbal thought. At the same time pre-service teachers confirm that their teachers alter methods of teaching according to their levels of development. More pre-service teachers affirm that they like communication lessons since it involves the use of tools like films and documentary and they learn grammar unconsciously because of cultural and mediation tools that motivate them and this is due to the fact that the teachers use the technologies such as audios and videos which lead to the process of learning grammar unconsciously. Also pre-service teachers confirm that Language and specifically communication skills (speaking, reading, writing, listening and non-verbal) are used and integrated. All these indicate that the teachers in

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a way to provide potential help according to pre-service teachers’ current level of development. The majority of the pre-service teachers think that the current curriculum is adequate for learning English language and teaching grammar courses. Pre-service teachers are satisfied with the type of curriculum which is represented by teaching grammar contexts and it better matches pre-service teachers’ development because it is in accordance with their needs and level. They are satisfied with the teachers’ level in implementing methods of teaching and learning English language via teaching grammar; on the other hand, the methods are persuasive in the light of text books of grammar, English departments program and activities of learning English language as a second/ foreign teaching and they motivate pre-service teachers. Also it can be inferred from the pre-service teachers’ opinion that there is a proper environment for the pre-service teachers to understand nature of English language learning but not acquisition in the universities, but they confirm that there is a proper environment for the pre-service teachers to learn English among themselves and communities. Concerning whether grammar should be taught or not? The majority of the pre-service teachers think that teaching grammar needs to be considered. They considered teaching grammar tools for improving the capacity and pre-service teachers’ skills to use English language. Pre-service teachers are satisfied with the underlined patterns to be taught by the teacher or to be found out by the pre-service teachers on their own. Even there is a contradictory result, but this indicates that grammar courses are regarded as tools to improve the pre-service teachers’ skills and capacity to use English language; therefore, pre-service teachers prefer both methods. And majority of them think that grammar should be taught in learning English because grammar plays a crucial role in language learning and teaching and it helps the learners to improve their grammatical and communicative competence. Grammar courses have the essential role in the process of learning and teaching English. Majority of pre-service teachers think that form, meaning, and use should be integrated in teaching grammar, this is due that majority of pre-service teachers prefer to learn grammar in context throughout learning English language.

Concerning whether grammar Should be taught as an independent subject or it should be taught throughout teaching communication lesson in which the four skills (listening, speaking, reading and writing) as integrated skills will be taught?. The majority of pre-service teachers prefer to learn grammar in context throughout learning English language, but more pre-service teachers do not refuse to learn English language through instructions or grammar to be taught as independent courses in learning English language, this is due to the status of English as a foreign language in Iraq. It can be concluded that pre-service teachers are motivated to learn English language unconsciously and to be exposed to English language for learning it. This indicates that students could easily learn grammar of the language if they lived in real context of English more than through instructions. Pre-service teachers also think that the pedagogical objectives can be attained in teaching grammar courses and achieve the learning outcomes. Grammar courses effectively relate pre-service teachers inside and outside classroom contexts for pre-service teachers’ best learning. Pre-service teachers are convinced with their level of awareness and building capacities for speaking English fluently throughout grammar courses. They prefer grammar to be taught throughout teaching the four skills (listening, speaking, reading and writing). They think that grammar should be taught in conjunction with other subjects, this is due that more pre-service teachers prefer to learn grammar in context throughout learning English language and more students affirm that they like communication lessons because it involves the use of tools such as films and documentary and they learn grammar unconsciously because it is motivated by cultural and mediation tools. This indicates that pre-service teachers could easily learn grammar of the language if they lived in real context of English; teachers also could exploit this opinion to help pre-service teachers to participate in situational context of English Language.

6. Pedagogical Implications:
In perspective of the expressed conclusions one may illustrates pedagogical implications since one of the main aims to teaching grammar is to help the learners to improve their grammatical and communicative competence. It is not only for knowing and understanding the rules but when these rules are used and to be able to communicative with these rules accurately and fluently. This indicates that the department of English Language could easily exploit this extent of pre-

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service teachers’ perspectives to learn English Language for deciding that grammar should be taught and courses should be in curriculum as independent courses or to be taught in contexts for teaching and learning English Language.

Also teachers could exploit this in order to choose the best type of grammar that achieves the purposes in teaching and learning English language and to concentrate on communicative and cognitive methods in teaching English grammar that lead to the process of learning grammar unconsciously.

Teachers also could exploit this in order to achieve the objectives of teaching grammar in teaching English language and he should be aware that basically, there are three main approaches of teaching grammar. They are inductive, deductive and guided-discovery approaches or seductive.

It was obvious from this study that the grammar teachers at the three departments of English in the colleges at Salahaddin University- Erbil generally either follow inductive or deductive approaches to teaching grammar. They have not been introduced to guided-discovery approach.

Therefore; it is recommended for the teachers to apply guided-discovery approach because it is considered that is better than the two other approaches since it selects the best from each approach. This is due to the fact that, this approach tries to mix both approaches in a lesson and focuses on both accuracy and fluency. Also this method motivates the pre-service teachers to communicate and also augments pre-service teachers talking time rather than teaching talking time.

At the same time different sorts of learning techniques are preferred to be used particularly those that are familiar and favorable to the pre-service teachers since they enable the learners to master the language better.

Teachers also could exploit the pre-service teachers’ perspectives in order to have a friendly rapport with their pre-service teachers for decreasing their anxiety, and to increase their self-confidence to be much involved with the grammar materials.

Also they could exploit this to use cooperative learning approach for providing pre-service teachers enough opportunities to interact with each other actively in the class, and provide motivational feedback on their pre-service teachers’ responses and performances in order to encourage them to be more familiar with the process of learning English.

It can be recommended that the departments of English exploit the pre-service teachers’ perspectives in order to create an appropriate motivating and comfortable learning environment in the classroom for the pre-service teachers and increase the pre-service teachers’ positive attitudes toward learning English.

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