The Beliefs of Iraqi Kurdish EFL Teachers towards Integrating Grammar in EFL Classrooms

آراء المدرسين الكرد العراقيين نحو دمج النحو في تدريس اللغة الإنجليزية كلغة أجنبية

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Abstract

Teaching grammar is an integral part of teaching language skills. Integrating grammar in teaching the skills is a new instructional way that can be used by EFL teachers in the Iraqi Kurdistan region whose beliefs are the focus of this paper. Therefore, the main aim is to explore the overall beliefs of the teachers towards the integrative grammar teaching and identify the differences, if any, between the beliefs of high school English teachers and English university teachers. To this end, the researcher adopts a survey to collect quantitative data from fifty Iraqi Kurdish EFL teachers as the study sample and then analyze the data using proper statistical analysis. The findings indicate that the teachers believe in integrating grammar in teaching language skills considerably. Both groups of high school and university teachers do not differ significantly in adopting the integration. The results imply that the teachers believe in using new ways to make grammar enjoyable and meaningful in communicative tasks. The teachers from both educational settings can come together in teaching projects as they have similar beliefs. Overall, the impact of these new insights can have wider implications as inform the language teaching practice that can be subject to further investigation.

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الملخص

يعد تدريس قواعد اللغة جزأ لا يتجزأ من تدريس المهارات اللغوية. ان دمج قواعد النحو في تدريس المهارات اللغوية طريقة تعليمية جديدة يمكن استعمالها من لدن مدرسي اللغة الإنجليزية كلغة أجنبية في إقليم كردستان العراق. وتهدف هذه الدراسة الى الكشف عن اتجاه هؤلاء المدرسين حول تدريس النحو بالطريقة التكاملية وتحديد الاختلافات ، إن وجدت ، بين اتجاهات مدرسي اللغة الإنجليزية في المدارس الثانوية والجامعات ازاء هذه الطريقة. ولتحقيق هذه الغاية ، اعتمد الباحث مسحا بيانيا كميا لعينة الدراسة المتكونة من خمسين مدرسا كرديا عراقيا للغة الإنجليزية.وحللت البيانات باستخدام وسائل احصائية مناسبة. واظهرت نتائج إلتحليل أن المدرسين يؤمنون بدمج النحو في تدريس المهارات اللغوية بشكل كبير. كما اظهرت النتائج عدم وجود اختلاف ذات دلالة احصائية بين مدرسي المدارس الثانوية والجامعات في تبني فكرة الدمج. حيث اظهرت النتائج أن المدرسين في كلتا المجموعتين يؤمنون باستخدام طرق جديدة لجعل تدريس النحو ممتعا وذات مغزى في النشاطات الصفية التواصلية. وبهذا يمكن للمجموعتين إن يجتمعا في مشاريع تعليمية مشتركة لامتلاكهم الآراء نفسها ، لما لهذا من تأثيرواسع في ممارسة تدريس اللغة التي يمكن أن تخضع لمزيد من التحقيق.

1. Introduction

English Grammar has been at the center of learning and teaching English as a foreign language. It is the basics that every English as a foreign language (EFL) teacher has taught in one way or another. Iraqi Kurdish EFL teachers have found themselves in the middle of explicit teaching of grammatical rules for approximately thirty years since gaining a semi-autonomous region in 1991. This is despite a reform in the English curriculum in 2008 by the Ministry of Education (Vernez, Culbertson, & Constant, 2014). Sofi-Karim (2015: 15) points out that the new curriculum was designed according to the communicative language teaching (CLT) method and integrates teaching language skills including grammar in language activities. Moreover, the ministry of higher education that runs tertiary level English educational programs such as ELT undergraduate departments urges the universities to enhance the English communicative competence of the students by lengthening English class hours (Ala'Aldeen, 2013). Furthermore, there have also been some initiatives to teach English language skills together such as reading-writing module and grammar embedded in teaching other language skills communicatively. This comes after the reform of the ministry of higher education in the Iraqi Kurdistan region nearly ten years ago that promotes every technique which leads to better quality language education (MoHESR, 2010).

Integrative grammar teaching can be explained as the embeddedness of grammar rules in meaningful tasks by teachers that enable learners to use and practice the target grammatical forms (Mitchell, 2000). Teaching grammar in language classrooms is based on the beliefs of language teachers (Borg, 2006). The beliefs of language teachers and practitioners globally have been examined as part of these investigations (Borg & Burns, 2008; Yannuar, 2013; Naves, 2017; Flaherty, 2018; Toprak, 2019; Murtisari, Salvadora, & Hastuti, 2020; Wassen, 2023). However, the Iraqi Kurdish EFL teachers have not been surveyed with reference specifically to integrative grammar teaching. Therefore, the aim of the present paper is to pinpoint the overall beliefs of Iraqi Kurdish EFL teachers towards integrative grammar teaching and explore the differences, that may exist as the hypothesis, between the beliefs of high school EFL teachers and university EFL teachers about integrative grammar teaching in the Iraqi Kurdistan region. This paper is going to be an endeavor to uncover ideas and beliefs of the two groups of teachers which have developed a friendly rivalry and disagreement over various issues in language teaching in general and grammar in particular. Despite the limited aspects of the study in terms of the number of participants, the nature of the adopted method and the educational context of the investigation, it is noteworthy to have new insights into understanding the beliefs of the teachers that may serve as an indication of how teachers act within classrooms (Williams & Burden, 1997 as cited in Thu, 2009).

2. Research Questions

A. What are the general beliefs of EFL teachers in relation to the integration of grammar teaching and language skills?

B. Do university EFL teachers hold different beliefs compared to their counterparts in the high schools significantly?

3. Research Background and Literature Review

3.1 Understanding Grammar

The multidimensional nature of grammar in the process of grammar learning and teaching has been researched extensively. Researchers now have the confirmation based on relevant studies that not only grammar is essential, but also three major aspects of grammar which are 'form, meaning and use' are needed to be learnt and given some attention in our pedagogical approaches of grammar (Larsen-Freeman & DeCarrico, 2010: 28). Celce-Murcia and Larsen-Freeman (1999: 4) neither fully support formal nor functional ways of teaching grammar. These two grammarians recognize that a group of rules and forms only cannot be considered as grammar. They agree with the three grammar dimensions that linguists name as '(morpho)syntax/ form, semantics/ meaning, and pragmatics/use'. It is acknowledged that these three 'non-hierarchical'

dimensions are 'interconnected'. It means a change in one aspect is likely to result in a change in the other two (Larsen-Freeman, 2003). To enjoy a certain degree of accuracy along with appropriate use of structures, it is recommended to adopt the three-prong approach mentioned earlier (Larsen-Freeman, 2001).

3.2 Grammar embedded in language classrooms

Language classrooms in this era are known for its interactive nature not only between teachers and students, but also the complex interplay among language skills, including grammar, in classroom settings. Larsen-freeman (2003) supports the idea of treating grammar as a skill. To this end, she proposes the term 'grammaring' that encapsulates the multidimensional nature of grammar and facilitates the integration of grammar as a skill with other skills in real contexts communicatively. Moreover, it is arguable how grammar plays a role in L2 pedagogy that eventually depends on assumptions language practitioners hold and on the different relevant instruction that is applied in the classroom (Borg & Burns, 2008: 456).

Recent developments in grammar studies provide abundant evidence for the integration of form-focused instruction in communicative contexts (Nassaji & Fotos, 2011: 10-11). Long (1991: 45) puts forward an idea that is called focus on form 'FonF' in which classroom instruction is geared to targeted linguistic items in meaningful communicative contexts. This is against grammar instruction in any predetermined manner; instead, a friendly learning environment is provided which enables learners to overcome their communication problems; in other words, to acquire grammar incidentally while the attention of learners is mainly on meaning. Furthermore, the way FonF is administered can make a difference. This concept has been expanded by researchers to take on not only brief, occasional and incidental learning processes but also preplanned integrative instruction.

However, it is not clear to what extent the attention to grammar explicitly should be given in the L2 classroom pedagogical practices (Borg & Burns, 2008: 456). It is also noted that the amount of grammar teaching in teaching other language skills is highly dependent on language teachers' experience. Depending on the classroom context, Doughty and Williams (1998) suggest the use of FonF reactively and proactively in an effective way. The reactive term refers to when language learners are advised by their teachers to identify and correct linguistic errors; on the other hand, the proactive one permits the teachers to inform the learners about language problems that may arise. This change towards the reasonable use of explicit focus on main linguistic grammar features accelerates the learning which benefits teachers, learners and language programs. It is also confirmed that language learners in language programs with little explicit focus on grammar forms encounter difficulties with main grammar

structures (Lightbown and Spada, 2012: 176). Therefore, it is necessary to reassess how different language teaching approaches are applied, and there should be some modification in line with research developments. To this end, EFL teachers who are the focus of the present paper are advised to revisit their fundamental understanding of language teaching approaches such as communicative language teaching (CLT) and task-based approaches which sometimes attract the teachers' attention fully. Savignon (2005, 645) does not rule out the integration of forms-focused tasks with CLT activities that aim at the appropriate use of language items meaningfully. This development almost captures the three aspects of grammar that were explained in section 2.1.

This leads to briefly present the second idea of Long (1991). It is called focus on forms 'FonFs' that is basically about teaching grammar in isolation, and it is generally against embedding grammar in classroom teaching. Doughty and Williams (1998: 3) indicates that this approach is traditional in nature, and so it keeps linguistic grammar features away from communicative contexts.

3.3 Two Educational EFL Contexts

The Ministry of Education in Iraqi Kurdistan region as part of the government policy began educational reforms in 2007 to improve the access to quality education in basic and high school levels. A new curriculum emphasizing greatly on the English language was introduced in 2008 (Vernez, Culbertson, & Constant, 2014). According to Sofi-Karim (2015, p. 15), the new English curriculum which is called SUNRISE is based on communicative language teaching (CLT) in contrast to the grammar translation method that was prevalent in Iraq before the reform. SUNRISE, prepared by Macmillan publication, integrates the four language skills (listening, speaking, reading, and writing) focusing on grammatical structures explicitly. However, it does not meet the students' needs because of some major factors such as insufficient communicative activities. Moreover, it has become compulsory for teachers, especially those who teach at high schools to have at least a bachelor degree (Vernez et al.,2014). This may address the need to have better English language teachers trained and familiarized with the new teaching methods and the new curriculum (Hassan & Ghafor, 2014).

Tertiary education falls under the purview of the Ministry of higher Education and it normally lasts four academic years. Every first-year student (except English language programs in language colleges which study English for the entire program) study English for academic purposes for one year. The researcher of the current paper has taught this module for more than five years and it is noted that the focus is more on explicit teaching of forms rather than developing communicative competence. Moreover, there are also language education colleges whose mission is to prepare language teachers. The English

language teaching (ELT) program in these education colleges is available and it is in high demand. Faculty members hold at least master degrees in linguistics, applied linguistics, English literature, TESOL and ELT. They are expected to teach grammar and the four language skills and other modules such as teaching methods, language assessments, linguistics and literary subjects. The researcher of the present paper is the academic teaching staff in one of these colleges and has seen changes in teaching English as a foreign language towards more integrative language teaching; however, according to Hassan (2014) and Sofi-Karim (2015, p. 49), students in these English departments are not prepared successfully.

It appears that both educational contexts explained above strive for integrating grammar in teaching language skills; however, to what extent this is going to be supported by the teachers is still unknown. That is why it is significant to conduct studies and get insights into the beliefs of the teachers.

3.4   Beliefs of Language Teachers about Grammar Teaching

Larsen-freeman (2003: 9) states it is time to challenge the way we think about grammar teaching as part of language pedagogy, and it is necessary to have new insights into how grammar can best be taught that hopefully informs L2 grammar teachers' beliefs and practices. To this end, there has been an increase in this type of research whose relevant findings are reported in this section. Borg (2003: 137) concludes that formal instruction in language classrooms is common. Most EFL and L2 teachers view grammar as an integral part of their work and they give attention to it. Prior teaching and learning experiences are the sources of the teachers' beliefs and so there is a deficiency in theoretical knowledge about formal teaching of grammar which may impact the process of teaching.

Burner (2005) investigates the teaching of English grammar in a Norwegian senior high school during which he qualitatively examines the ideas and attitudes of fourteen teachers towards how grammar as an embedded part of the lessons should play a role in the learning process. As a result, there is an increasing tendency to use English grammar as a means of learning a language integrally with other language skills.

Moreover, Borg and Burns (2008) explores the beliefs and reported practices of 176 English language teachers in 18 countries. The specific focus is to elicit opinions of the participants on integrating grammar in teaching language skills via completing a questionnaire and a section of relevant open-ended questions. The researchers carefully identify the understanding of the teachers in relation to the integration and group the beliefs into temporal and contextual orientations. The results show that the teachers adhere to their experience in making instructional choices and integrating grammar in their

classrooms. It is interesting that the teachers fail in mentioning any direct link between their teaching and L2 grammar theories.

According to Abubakr (2012), a small group of Kurdish EFL teachers who took part in a qualitative study believed that pure deductive approach was right for their context as they cited major factors such as lack of class time, large classes, high expectation of students in deductive approach. However, Abubakr adds that new pedagogical training courses enrich the teachers' experience and inform better practices.

Naves (2017) uncovers the beliefs of EFL teachers of El Salvador, located in Latin America, and adopted Borg and Burns (2008)'s method. The findings support the inclusion of grammar activities in context in EFL classrooms with the teaching of other skills. They also confirm the lack of reference to second language acquisition theories in determining the teachers' beliefs and practices. Instead, the teachers integrate grammar in language activities based on what is practical according to their experience.

Underwood (2017) assesses the effect of Japan's national senior high school English curriculum with respect to grammar integration in communicative activities. Four teachers were investigated as case studies during which quantitative and qualitative data were gathered. All teachers report the use of integrative approach in teaching grammar to a varying degree. However, they cannot fully integrate grammar in their EFL classrooms because their students mostly aim at sitting in high stake university entrance exams which work oppositely as the emphasis is on reading and translation. The findings of this article; moreover, echo the reality that exists in some EFL context worldwide, Iraqi Kurdistan as an example, that the integrative as well as communicative goals are not achieved due to different required skills by the national examinations. In another case-study, Flaherty (2018) delves into EFL teachers' grammar instruction in Barcelona high schools considering the tension among beliefs coursebook writers, learners and teachers. All parties agree with form-focused instruction to some extent; however, there is incongruence among them, especially the teachers are not sole decision makers in the classroom.

As part of a PhD thesis investigating the curriculum of two ELT university programs, Azeez (2019: 222) uncovers the disadvantages of using deductive grammar teaching in Iraqi Kurdish EFL context; instead, he believes in alternative methods which provide rooms for practice within language skill activities.

In a mixed method study using both a questionnaire and a semi-structured interview, Toprak (2019) surveyed the belief of a hundred EFL teachers in Turkey exploring the status of grammar in teaching English language. Most of the teachers were in favor of an integrative approach to

grammar teaching conducted in an inductive way communicatively. This is not a reflection of an awareness of the theories of second language acquisition (SLA), but rather teachers' personal choices depending on the context.

Malla and Haji (2020) conduct a study into the in-service EFL high school teachers' beliefs towards teaching grammar of SUNRISE curriculum in Duhok province in Iraqi Kurdistan region. Two research instruments, a questionnaire and a set of interview questions, were used. The study concludes that SUNRISE provides opportunities to develop grammar as well as communicative skills, but it does not fully support learning the English grammar. This depends on how the teachers put their beliefs into practice in teaching grammar integrated with the language skills, and whether they take effective teaching methods. Similarly, Morina (2016) reports similar findings in relation to teaching grammar in EFL high school context in Kosovo. The dominant teaching method which is audiolingual is not likely to be helpful in integrating grammar meaningfully and so systematic explicit teaching is followed by the teachers.

Furthermore, Wassen (2023: 9) devotes her study to investigate beliefs and practices of EFL teachers in Sweden qualitatively. She points out that grammar teaching in a meaningful context is valued, but she adds that this belief does not align with the actual practice due to major focus on explicit grammar forms in high-stake exams in the Swedish education system.

4.   The Method

4.1   The Participants

The researcher of the current paper opted for probability sampling (also known as random sampling). Therefore, there is a tendency to make generalization as the participants may represent the wider population (Cohen et al, 2007: 110). Fifty Iraqi Kurdish EFL teachers took part in completing a two-section survey between May 01, 2024 and June 05, 2024. Half of the participants were teachers working in high schools that run by the ministry of education and the other half belongs to universities that are under purview of the ministry of higher education. They were a mixture of males and females who were from different age groups ranging from 23 years old to over 35 years old. Moreover, the details of educational background and teaching experiences were taken to better understand the sampling population. Most of the participants, who are employees of the higher education, have master degree in applied linguistics or TESOL; on the other hand, the majority of the teachers of high schools hold BA in English language teaching.

4.2   The Instrument

The tool for data collection is mainly a questionnaire which consists of two sections. First section asks the participants some background information

such as age, gender, educational qualification, teaching experiences and more importantly which ministry, education or higher education, they belong. Second section is dedicated to the actual survey which is adopted from Borg and Burns (2008) who run all necessary statistical procedures; piloting phase, before its use. The adopted tool provides 15 items about grammar teaching covering a range of related topics (a copy of the survey is available in appendix A). It is responded according to five-point Likert scale (strongly disagree which values one point to strongly agree which values 5).

4.3   Procedure

The researcher had the opportunity to prepare an online google form as well as a hard copy. He reached out to participants and give them necessary explanation with respect of filling out the questionnaire. Most of the participants submitted their responses online, and few of them filled out the hard copy version of the survey. The participants were assured that their responses are confidential and will be used for research purposes only.

4.4   Data Analysis

After the end of the data collection, google form produces a Microsoft excel sheet with all the data. The researcher also completes the data set by putting the responses collected offline in the excel sheet. Then, a statistical expert who holds master degree in statistics analyzed the data by creating a file in Statistical package of social sciences (SPSS) based on the excel sheet data. The expert supervised by the researcher exchanged ideas on the research questions and major statistical processes such as mean and independent T-test that are necessary to analyze the quantitative data and eventually obtain answers for the research questions.

5.   Results and Discussions

The present paper is an attempt to explore the overall beliefs of Iraqi Kurdish EFL teachers towards integrating grammar in language classrooms and also to find out any significant difference between the beliefs of EFL high school teachers and that of universities.

Table one presents the results with details such as mean, standard deviation and the significant P-value of the T-test.

Statements	Mean (SD)		T-test (P-value)
	*ME	*MHE	
Statement 1	3.160 (1.143)	3.600 (1.258)	-1.359 (0.174)
Statement 2	3.440 (1.083)	3.840 (0.898)	-1.283 (0.199)
Statement 3	4.120 (1.054)	4.000 (0.957)	-0.723 (0.470)
Statement 4	3.440 (1.121)	3.400 (0.913)	-0.295 (0.768)
Statement 5	3.920 (0.954)	3.640 (1.221)	-0.589 (0.556)
Statement 6	2.520 (1.122)	2.280 (1.208)	-0.873 (0.383)
Statement 7	3.680 (0.802)	3.680 (0.802)	-0.180 (0.857)
Statement 8	4.120 (0.781)	3.960 (0.935)	-0.529 (0.597)
Statement 9	3.640 (1.114)	2.960 (1.338)	-1.872 (0.061)
Statement 10	3.480 (1.122)	3.520 (1.194)	-0.183 (0.855)
Statement 11	3.520 (1.159)	3.640 (0.952)	-0.194 (0.846)
Statement 12	3.800 (0.816)	3.480 (1.046)	-1.160 (0.246)
Statement 13	4.120 (0.726)	3.800 (1.000)	-1.113 (0.266)
Statement 14	3.200 (1.000)	3.240 (1.012)	-0.153 (0.878)
Statement 15	3.600 (0.913)	3.400 (1.155)	-0.354 (0.723)
Overall	3.584 (0.386)	3.496 (0.511)	0.687 (0.495)

Table 1: mean, standard deviation, and p value

*ME stands for ministry of education; MHE is for ministry of higher education.

Table one summarizes the results because of which two main questions are answered. It is not practical to highlight many details (mean in percentages for all statements in a table is given in appendix B); however, the overall mean which is exactly (3.584) represents a positive and a high level of agreement towards integrating grammar in EFL classrooms. Therefore, it is a piece of evidence to answer the first research questions. Iraqi Kurdish EFL teachers working in high school or universities generally and overwhelmingly support the idea of integration of grammar in teaching English language skills. This overall belief of the teachers represents a breakthrough in endorsing a competency-based teaching of English as a foreign language in Iraqi Kurdistan which puts grammar in context.

The results; furthermore, are in parallel with previously surveyed relevant literature (Burner, 2005; Borg and Burns, 2008; Naves, 2017; Toprak, 2019; Wassen, 2023). These studies draw a picture of the grammar status in countries very different from the context in which the current study is conducted. The differences can be summarized in the following aspects: school systems and ELT programs, teachers' teaching experience and practice, teachers' learning experience and their level of qualification. However, it appears there is a global awareness towards the need to integrate grammar in teaching other language skills in meaningful tasks which can be in receptive skills; reading and listening, or in productive skills; writing and speaking skills.

Iraqi Kurdish EFL teachers; moreover, in both educational settings; high schools and universities, hold very similar beliefs towards the integration of grammar in the EFL classroom. Table one also shows the overall p-value which amounts to (0.495) which is statistically and generally insignificant (p-value is greater than 0.05). This result which is not significant is necessary to be reported as it has the potential to further our understanding of the topic (Edelsbrunner & Thurn, 2023). Therefore, the answer to the second research question is basically that the university teachers do not hold significantly different beliefs compared to their counterparts in the high schools. Thus, the results generally reject the hypothesis forwarded earlier. However, scanning the p-value of each statement reveals different orientations that truly identify the beliefs of Iraqi Kurdish high school and university EFL teachers towards some aspects and variables of grammar teaching. A case in point is the results of statement nine which probes into the main role of teachers in explaining the rules. On the whole, the findings give new insights into the topic and report a strong inclination towards the integration of grammar in the EFL classroom.

Extending the literature to date, there have not been studies exploring the beliefs of teachers in high schools and universities in Iraqi Kurdish EFL context with regard to integrative grammar, so the novelty of the current paper makes it hard to easily compare its findings with the previous papers. The researcher of the present paper who is an EFL university teacher with fifteen years of teaching experience argues that there is a twofold explanation. Firstly, the insignificant difference reported above is an indication that both groups of teachers are alike in viewing the integration of grammar. Indeed, the grammar teaching in-service high school teachers believe nowadays is in agreement with what the university teachers equip the pre-service teachers with. The learning outcome of university ELT degree programs in preparing up-to-date teachers for educational schools is almost met successfully. The young generation of teachers are driven by their learning experiences in combination with their assumptions of what can be practically done in class in order to integrate grammar in language classrooms. In addition, the education reform pursued by both education and higher education ministries explained in detail in section 2.3 is likely to be fruitful in a longer run as the teachers' beliefs take time to be materialized.

Secondly, there are still different understanding of what exactly EFL teachers' role is in teaching grammar. The Iraqi Kurdish high school EFL teachers may believe that presenting grammar rules explicitly is of the essence in the life of their students who most probably sit in the national high stake language exams whose tasks do not usually require the communicative output; instead, they require the completion of decontextualized tasks (Underwood,

2017 & Wassen, 2023). On the other hand, the EFL university teachers are given more flexibility in teaching and evaluating their students that facilitates the three-prong grammar approach explained in section 2.1. Additionally, the teaching experience of the tertiary level teachers impacts the belief they hold. Their common belief may acknowledge the form, meaning and use of grammatical patterns better than their counterparts in the high schools.

6.   Conclusion

EFL teachers in Iraqi Kurdistan region teach grammar as an integral part of their practice in both high school and tertiary levels. Their teaching is influenced by their beliefs to a various extent. Therefore, the main aim of the present paper is to explore the overall beliefs of the teachers towards the integrative grammar teaching in EFL classrooms. This study also looks into any difference between the beliefs of high school teachers and that of universities. It appears that the EFL teachers believe in integrating grammar in their language classrooms considerably, and it is valued to use grammar in context meaningfully. Therefore, the teachers advocate a better new integrative approach to grammar teaching in classes that run by both education and higher education ministries, and the focus now is to integrate the grammatical aspects fully in the teaching practice. Moreover, the insignificant difference between the beliefs of both groups of teachers can work as a bridge that allows further collaboration in the educational settings. It seems the impact of these new insights, despite the paper's limitations, have wider implications as inform the English language teaching practice in Iraqi EFL context.

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Appendix A: The survey
Dear participant,
This survey is about your beliefs as an EFL Kurdish teacher towards incorporating grammar teaching in the practice of language skills in EFL classrooms. It may take less than 10 minutes to fill it out. Your participation is valued and is highly appreciated by the researcher. It is important to assure you that your responses remain confidential and anonymous.
Part One/ 1: Gender Male: (…………..) Female: (………….)
2: Age   23-26:(……..),   27-30:(….……),   31-35:(…….),   over 35:(……)
3. Educational qualification   Diploma:(…..),   BA:(…..),   MA:(…..),   PhD:(……)
4: Ministries   Education/ high schools:(……..),   Higher education/ universities:(……..)
5. ELT experience   1 year-5 years:(….....),   6-10:(…..),   11-15:(…….),   over 15:(…..)
Part Two/ For each statement below, circle the ONE number which best reflects your view:

Statements	Strongly disagree	Disagree	Unsure	Agree	Strongly Agree
1: Teachers should present grammar to learners before expecting them to use it.	1	2	3	4	5
2: Learners who are aware of grammar rules can use the language more effectively than those who are not.	1	2	3	4	5
3: Exercises that get learners to practice grammar structures help learners develop fluency in using grammar.	1	2	3	4	5
4: Teaching the rules of English grammar directly is more appropriate for older learners.	1	2	3	4	5
5: During lessons, a focus on grammar should come after communicative tasks, not before.	1	2	3	4	5
6. Grammar should be taught separately, not integrated with other skills such as reading and writing.	1	2	3	4	5
7: In a communicative approach to language teaching, grammar is not taught directly.	1	2	3	4	5
8: In learning grammar, repeated practice allows learners to use structures fluently.	1	2	3	4	5
9: In teaching grammar, a teacher's main role is to explain the rules.	1	2	3	4	5
10: It is important for learners to know grammatical terminology.	1	2	3	4	5
11: Correcting learners' spoken grammatical errors in English is one of the teacher's key roles.	1	2	3	4	5
12: Grammar learning is more effective when learners work out the rules for themselves.	1	2	3	4	5
13: Indirect grammar teaching is more appropriate with younger than with older learners.	1	2	3	4	5
14: Formal grammar teaching does not	1	2	3	4	5

help learners become more fluent.					
15: It is necessary to study the grammar of a foreign language in order to speak it fluently.	1	2	3	4	5

Appendix B: The detailed results in mean percentages

St.	Strongly Disagree		Disagree		Unsure		Agree		Strongly Agree	
	ME	MHE	ME	MHE	ME	MHE	ME	MHE	ME	MHE
1	1 (%4.0)	1 (%1.0)	9 (%36.0)	5 (%5.0)	2 (%8.0)	5 (%5.0)	11 (%44.0)	6 (%6.0)	2 (%8.0)	8 (%8.0)
2	0 (%0)	1 (%1.0)	8 (%8.0)	1 (%1.0)	1 (%1.0)	3 (%3.0)	13 (%13.0)	16 (%16.0)	3 (%3.0)	4 (%4.0)
3	0 (%0)	0 (%0)	4 (%4.0)	3 (%3.0)	0 (%0)	2 (%2.0)	10 (%10.0)	12 (%12.0)	11 (%11.0)	8 (%8.0)
4	2 (%2.0)	0 (%0)	3 (%3.0)	6 (%6.0)	5 (%5.0)	4 (%4.0)	12 (%12.0)	14 (%14.0)	3 (%3.0)	1 (%1.0)
5	1 (%1.0)	1 (%1.0)	2 (%2.0)	6 (%6.0)	0 (%0)	0 (%0)	17 (%17.0)	12 (%12.0)	5 (%5.0)	6 (%6.0)
6	2 (%2.0)	7 (%7.0)	16 (%16.0)	10 (%10.0)	1 (%1.0)	4 (%4.0)	4 (%4.0)	2 (%2.0)	2 (%2.0)	2 (%2.0)
7	0 (%0)	0 (%0)	4 (%4.0)	3 (%3.0)	1 (%1.0)	4 (%4.0)	19 (%19.0)	16 (%16.0)	1 (%1.0)	2 (%2.0)
8	1 (%1.0)	0 (%0)	0 (%0)	3 (%3.0)	0 (%0)	2 (%2.0)	18 (%18.0)	13 (%13.0)	6 (%6.0)	7 (%7.0)
9	0 (%0)	4 (%4.0)	7 (%7.0)	7 (%7.0)	0 (%0)	3 (%3.0)	13 (%13.0)	8 (%8.0)	5 (%5.0)	3 (%3.0)
10	1 (%1.0)	2 (%2.0)	5 (%5.0)	3 (%3.0)	4 (%4.0)	5 (%5.0)	11 (%11.0)	10 (%10.0)	4 (%4.0)	5 (%5.0)
11	1 (%1.0)	0 (%0)	6 (%6.0)	5 (%5.0)	1 (%1.0)	2 (%2.0)	13 (%13.0)	15 (%15.0)	4 (%4.0)	3 (%3.0)
12	0 (%0)	0 (%0)	3 (%3.0)	6 (%6.0)	2 (%2.0)	5 (%5.0)	17 (%17.0)	10 (%10.0)	3 (%3.0)	4 (%4.0)
13	0 (%0)	1 (%1.0)	1 (%1.0)	2 (%2.0)	2 (%2.0)	3 (%3.0)	15 (%15.0)	14 (%14.0)	7 (%7.0)	5 (%5.0)
14	0 (%0)	0 (%0)	8 (%8.0)	8 (%8.0)	6 (%6.0)	5 (%5.0)	9 (%9.0)	10 (%10.0)	2 (%2.0)	2 (%2.0)
15	0 (%0)	2 (%2.0)	4 (%4.0)	5 (%5.0)	5 (%5.0)	1 (%1.0)	13 (%13.0)	15 (%15.0)	3 (%3.0)	2 (%2.0)