

“A study on English grammar among teachers of English as a foreign language in Iraqi schools”

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Abstract

This study investigates the level of English grammar knowledge among teachers of English as a Foreign Language (EFL) in Iraqi schools, as well as the methods they employ in teaching grammar and the challenges they face in the classroom. The research aims to explore the relationship between teachers’ grammatical competence, their instructional practices, and the overall learning outcomes of their students. A mixed-method design was adopted, combining a teacher questionnaire, classroom observations, and semi-structured interviews with EFL teachers from several Iraqi public schools. The findings indicate that while most teachers possess a basic to moderate understanding of English grammar, gaps persist in areas such as complex structures, contextual grammar use, and communicative grammar instruction.

Observational data reveal that traditional, rule-based methods—primarily the Grammar-Translation Method—continue to dominate grammar teaching in Iraqi classrooms. Communicative and student-centered approaches are used less frequently due to constraints such as large class sizes, limited training, insufficient resources, and pressure from national examinations. Interviews show that teachers are aware of modern pedagogical approaches but feel unprepared to apply them effectively. The study concludes that enhancing teachers’ grammatical competence and expanding their methodological repertoire could significantly improve grammar instruction and student proficiency. Recommendations include targeted professional development programs, updated training modules for new teachers, and a gradual shift toward more communicative, contextualized grammar teaching that aligns with contemporary EFL standards.

Keywords:

English grammar; EFL teachers; Iraqi schools; teaching methods; language proficiency

1. Introduction

The mastery of English grammar among teachers of English as a Foreign Language (EFL) plays a vital role in determining the quality of language instruction, particularly in educational contexts such as Iraqi public schools. Teachers with strong grammatical awareness are more capable of explaining linguistic structures clearly and guiding students toward accurate language production (Khudhair & Mousa, 2024). Recent research suggests that grammar instruction in Iraq continues to rely heavily on traditional, rule-based approaches, largely influenced by national examinations and long-standing pedagogical norms (Hadi & Mohammed, 2025).

Studies have also emphasized that many teachers face challenges when attempting to adopt communicative and context-based grammar teaching methods, often due to insufficient training, limited resources, and overcrowded classrooms (Fahad & Salem, 2023). At the university level, innovative grammatical strategies such as type-error identification and token-error correction have shown measurable improvements in students' grammatical performance, highlighting the importance of modern pedagogical techniques (AlDulaimi, 2025). Similarly, investigations into grammar learning strategies among Iraqi EFL learners demonstrate that structured techniques—such as repetition, self-correction, and guided practice—positively influence grammatical development (Abdulhassan, Hussein & Abdul-Settar, 2024).

Given these findings, the need remains to examine grammar competence and teaching practices specifically among school-level EFL teachers in Iraq. Understanding the extent of teachers' grammatical knowledge, the methods they employ, and the obstacles they face can help inform targeted professional development programs. Such a study can contribute to improving grammar instruction, strengthening teachers' pedagogical skills, and ultimately enhancing student achievement in English. Therefore, this research aims to provide a

comprehensive analysis of English grammar teaching among Iraqi EFL schoolteachers and propose evidence-based recommendations for instructional improvement.

By now, it is common knowledge that when style is discussed in education, it encompasses more than just one-dimensional elements and attention to style to elicit favorable responses. Prevalent and widespread traits are, incidentally, thought to be the ideal approaches that play important roles in several professional teaching scenarios. Additionally, the personal traits and attributes of the educators keep an eye on the methods of instruction in terms of choosing and implementing them for the processes of teaching (Kartal & Başol, 2019). As a result, teaching philosophies become an important and thorough part of imparting the subject matter of the teaching profession.

Due to the limited amount of literature that is currently available on the preferred and practiced teaching styles among Iraqi English as a Foreign Language (EFL) schoolteachers, the present study is focused on the following question:

1. What are the teaching styles preferred and practiced by Iraqi EFL teachers?

2. Literature review

2.1. Teaching Style Models

Teaching style models play a central role in shaping the effectiveness of English grammar instruction, particularly in EFL contexts such as Iraqi schools. One of the most influential models is Grasha's Teaching Styles Framework, which identifies styles such as Expert, Formal Authority, Facilitator, and Delegator, each reflecting different levels of teacher control and learner autonomy. In grammar teaching, the Expert and Formal Authority styles are often dominant, as teachers focus on presenting rules and correcting errors, especially in traditional or exam-driven

educational settings. In contrast, the Facilitator and Delegator styles emphasize student-centered learning, encouraging learners to explore grammar through interaction, problem-solving, and communicative activities.

Another widely referenced model is the Cognitive–Constructivist approach, which views learning as an active process in which students construct knowledge rather than merely receive it. Within this model, grammar is taught inductively—students infer rules from examples—rather than deductively. This contrasts with behaviorist models, which promote repetition, drills, and error correction, and which still characterize much grammar teaching in many EFL classrooms. Furthermore, Communicative Language Teaching (CLT) introduces a functional style, where grammar is embedded in meaningful communication rather than taught in isolation.

Recent studies indicate that effective grammar instruction often requires combining multiple teaching styles to address learners’ diverse needs and learning preferences. However, research also shows that many EFL teachers in Iraq tend to rely heavily on teacher-centered models, influenced by curriculum constraints and limited training. Therefore, understanding teaching style models is essential for designing more balanced and effective grammar instruction that aligns with modern pedagogical standards

It is sought to identify practical strategies for teaching mathematics that would lower students' anxiety levels. This emphasizes the significance of teaching styles for both instruction and the students' learning process. Evans (2004) was determined to emphasize the significance of student teachers' cognitive styles, primarily to assist them in developing their own dominant teaching styles, because he believed that the link between the cognitive style and teaching was undervalued. The results of the current study would be in line with Grasha's (1996) teaching style, even though the contributions of the previously mentioned studies cannot be ignored. This is because

the researchers who conducted this entire study had a natural tendency to have a thorough understanding of the model of teaching styles that they were addressing. According to Grasha (1996), there are five primary teaching philosophies that are associated with various children's outcomes. They are Expert, Delegator, Personal Model, Formal Authority, and Facilitator. (Lackey, 2010). In addition to being teacher-centered, discipline-centered teaching techniques also involve group projects, hands-on activities, laboratories, demonstrations, and discussions. As a result, this method fosters a supportive learning atmosphere where students may express their thoughts and clarify their comprehension. To put it briefly, the discipline-centered teaching approach combines elements of the teacher-centered and student-centered approaches. Therefore, it could be appropriate to use a discipline-centered style as a transitional style.

Activities like group discussions and individual or group reports are employed in a student-centered manner (Lackey, 2010). Throughout the teaching and learning process, this personalized approach caters to the cognitive, emotional, behavioral, and physical requirements of the students (Shreves, 2002). These two claims suggest that the term "student-centered style" refers to a customized method of instruction.

2.2 Grasha's teaching style

Observations and interviews from several studies indicate that teachers have characteristics in line with Grasha's Model of teaching styles (Grasha, 1996). Furthermore, current research emphasizes the need for fundamentally positive teaching methods, with a focus on instructors' primarily implemented teaching styles as opposed to students' methods. This study attempted to focus on Grasha's teaching style even at the pre-service ELT education programs since it was based on the observation that conventional methods of instruction were used and that instructors

preferred to adopt and implement the teaching styles directed by themselves in their own classroom settings widely.

The teaching philosophies of the Grasha are briefly discussed in the part that follows, together with information on instructors, their characteristics, and the benefits and drawbacks of several associated philosophies. To begin with, it can be said that the expert teaching method necessitates that teachers possess knowledge and skill regarding the potential demands that pupils may have for learning. With this kind of instruction, teachers can demonstrate their exact and thorough knowledge, maintaining their expert standing with their students. Teachers push their pupils to grow in their competence by putting them in difficult situations.

Teachers have the responsibility of disseminating knowledge as experts, and they anticipate that pupils will absorb and use the knowledge they are given. Since the teachers have precise and thorough knowledge, abilities, and information on the objective scope they want to educate the pupils, one benefit that can be predicted is their expert teaching approaches. One of the drawbacks of the misuse of the expert style is that it may limit pupils who don't have enough or in-depth information about the subject matter they are required to study. Furthermore, they might not always find the manner the knowledge or information is presented to be interesting at all.

Since instructors are viewed as professors or members of the school who support students' teaching and learning processes by giving them constructive and critical feedback, formal authority teaching styles need that teachers have roles among the students. After defining objectives, guidelines, and learning goals for their students, teachers set up real-world learning scenarios. In this manner, students might be inspired to study using the best, most common, and appropriate approaches. Focusing on specific goals and practical approaches throughout the teaching and learning process is one of the teaching style's benefits. However, this teaching style's

high effort requirements might lead to a uniform, rigid, and unyielding procedure for students or learners when managing their engagement, which could be seen as a drawback.

When students or learners are expected to think or behave in a certain way, teachers or professors are viewed as prototypes. As a result, teachers must monitor, supervise, and guide the learners by modeling what and how to do in various contexts. This personal model teaching approach gives the students real-world examples. By doing this, personal model instructors encourage their students to watch, mimic, or copy the strategies and techniques their teachers use. The benefits of this teaching style model are that it requires learners to observe and imitate. However, there are also serious drawbacks to this teaching style that implementers need to be aware of. These include the professors' or teachers' fervent beliefs that their approach or methods are the best for their students, as well as the learners' feelings of inadequacy when they are unable to live up to expectations or apply the methods they are given or see.

When a teacher and student connect using the facilitator teaching approach, the individual quality is prioritized. The teachers' options, queries, and opportunities act as a roadmap for the students, guiding them through their learning scenarios. With this kind of instruction, students are supposed to establish their own standards for learning. The teachers focus on the overall objective of the classroom, which enables the learners to take ownership of their learning and develop their unique capacity and responsibility while providing any necessary help and encouragement. One of the earlier benefits of this teaching approach is that it allows for individual flexibility as teachers focus on the needs and goals of their students. This allows students to explore options for their actions and acceptable alternatives. It might take more time for the professors and students to learn in this manner, which could be time-

consuming. Moreover, another drawback of this teaching style is that students may require one or more direct ways or approaches, particularly if they are uncomfortable with the way they are learning. The goal of the delegator teaching approach is to help students become more capable of providing for their own needs. The students are required to work independently on their assignments as self-sufficient team members under this instructional approach. Students can readily turn to their professors or lecturers for assistance or as a source of knowledge when needed. One advantage of this teaching style is that students can learn independently because they are expected to think for themselves. On the other hand, teachers may not always know if their students are prepared for their independent responsibilities, and when students are faced with these requirements, they may feel anxious about their current or upcoming assignments. As a result, it is important to recognize that learners might not have the necessary ability to carry out their own tasks and could require careful monitoring to help them manage their anxiety and energize in their learning environments.

3. Method

3.1. Participants

In the present study, the selection process involved gathering a sufficiently large sample of high school teachers who taught English in Iraq. Convenience sampling was used to select the participants based on their availability and willingness to participate. The aim was to have a sample size of at least 120 teachers, ensuring a robust representation of the population.

Once the sample was identified, the teachers were asked to complete the questionnaires. The questionnaires were designed to gather information on various aspects, such as teaching styles and assessment techniques. This quantitative data

collection method provided valuable insights into the teachers' practices and preferences.

3.2. Instruments

3.2.1. Questionnaire

An attitude and conduct questionnaire that had been modified or created was used during the questionnaire phase. The purpose of this questionnaire was to explicitly investigate teaching styles within the study's framework. It included components from the widely used Teaching Styles Survey by Grasha (1994), a reputable source in the field of education. The questionnaire was modified and integrated with pertinent elements from the pre-existing survey to suit the research objectives and study context.

The questionnaire was made up of several sections that evaluated several aspects of teaching styles, including interaction patterns, instructional approaches, and classroom management techniques. Expert Teaching Style, Formal Authority Teaching Style, Personal Model Teaching Style, Facilitator Teaching Style, and Delegator Teaching Style are the five teaching styles that are outlined in the instrument. To reduce confusion and make it easier for respondents to comprehend the results, the seven-point Likert scale on the instrument was changed to a five-point scale. Internal consistency was evaluated using Cronbach's Alpha analysis to assess the instrument's reliability. According to Mailizar (2018), consistency in instruments is referred to as internal consistency. With a coefficient of 0.87 and a Cronbach's Alpha of 0.86, the instrument demonstrated strong reliability and good internal consistency.

Table 1

subscales of teaching style scale

Teaching style	Item number	Number of items
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Expert Teaching Style	1–8	8
Formal Authority Teaching Style	9–16	8
Personal Model Teaching Style	17–24	8
Facilitator Teaching Style	25–32	8
Delegator Teaching Style	33–40	8
Total		40

۳,۳ Procedure

To ensure the gathering and analysis of high-quality data on teaching styles among Iraqi EFL high school teachers, the study adhered to a methodical procedure. The process was broken down into many phases, such as selecting participants, gathering data, analyzing data, and interpreting the results. Participant Selection: Convenience sampling was used to choose a sample of Iraqi EFL high school teachers for the study. In order to provide a representative and varied sample, teachers were selected based on their availability and willingness to take part in the process.

Administration of the Questionnaire: A questionnaire intended to evaluate teaching methods and evaluation strategies was given to the chosen participants to fill out. The survey was a modified or enhanced version of an attitude and behavior survey that included components from the Teaching Styles Survey by Grasha (1994). It had several items that examined several facets of teaching styles, as well as a part devoted to evaluating commonly used and favored assessment techniques.

Pilot Testing: To assess the reliability, comprehensibility, and clarity of the questionnaire, a pilot study was carried out prior to the main data gathering phase. The questionnaire was completed by a small sample of teachers who were not part of the larger sample, and feedback was gathered to find any possible problems or areas that needed work. The required adjustments and improvements were made to

improve the questionnaire's validity and reliability in light of the results of the pilot research.

4. Results

The dominant teaching styles preferred vs. used by Iraqi high school EFL teachers

This study used 40-items and five-point Likert scale (1/5 strongly disagree to 5/5 strongly agree) to measure the teachers' preferred and practiced teaching styles. A total scale score can range from a low of 40 to a high of 200.

The descriptive findings for the overall scores of the questionnaire of teaching styles (preferred and practiced) are demonstrated in Table 2. As the table shows, the Cronbach alpha value is 0.86 suggesting that the responses to the items of the questionnaire enjoy a relatively high level of internal consistency. Moreover, the value of the KS test is 0.07 illustrates the normality of distribution for the collected data. Considering the research question which aimed to probe the Iraqi EFL teachers preferred and practiced teaching styles, the data from the scale was examined.

Table 2

Descriptive statistics of teaching style questionnaire

Minimum	Maximum	Mean	SD	Alpha	KS
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Teaching style questionnaire	1.10	5	3.36	1.03	0.86	0.07
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Figure 1 demonstrates the frequency distributions of teachers' responses to the teaching style questionnaire based on its subscales across the 5-point Likert scale. Of the total replies to statements of teaching style scale, most teachers agreed and strongly agreed with almost all items. The mean scores also indicated that the dominant teaching style preferred by EFL Iraqi teachers is Expert Teaching Style (Mean = 4.12, Standard Deviation = 0.62), followed by Personal Model Teaching Style (Mean = 3.87, Standard Deviation = 0.69), Delegator Teaching Style (Mean = 3.81, Standard Deviation = 0.69), Formal Authority Teaching Style (Mean = 3.77, Standard Deviation = 0.76) and finally the Facilitator Teaching Style (Mean = 3.75, Standard Deviation = 0.74) respectively.

Figure 1 :The dominant teaching style preferred vs. practiced by EFL Iraqi teachers

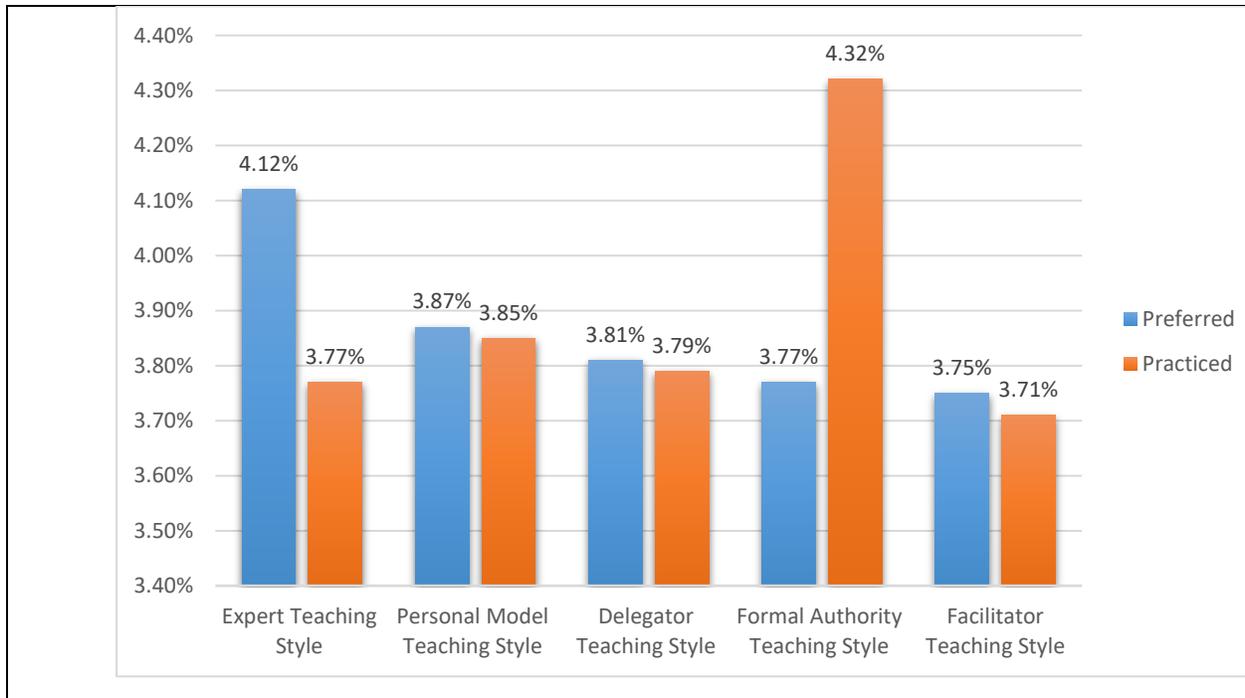


Table 3.

The dominant Grasha–Riechmann teaching style preferred vs. practiced by EFL Iraqi teachers

Grasha–Riechmann teaching style	Preferred Mean	Practiced Mean
Expert Teaching Style	4.12	3.77
Formal Authority Teaching Style	3.77	3.85
Personal Model Teaching Style	3.87	4.32
Facilitator Teaching Style	3.75	3.71
Delegator Teaching Style	3.81	3.79

On the other hand, the dominant teaching style practiced by EFL Iraqi teachers is Personal Model Teaching Style (Mean = 4.32, Standard Deviation = 0.68) which is followed by Formal Authority Teaching Style (Mean = 3.85, Standard Deviation = 0.66), Delegator Teaching Style (Mean = 3.79, Standard

Deviation = 0.67), Expert Teaching Style (Mean = 3.77, Standard Deviation = 0.65), and the Facilitator Teaching Style (Mean = 3.71, Standard Deviation = 0.74) at the end.

Table 4

Summary of Findings Related to English Grammar Competence and Teaching Practices

No.	Result Area	Description of Findings	Percentage / Indicator
1	Teachers' Grammar Knowledge	Most teachers demonstrated basic–moderate knowledge of grammar rules, with weaknesses in complex structures.	62% adequate, 38% weak
2	Use of Traditional Methods	Grammar-Translation and rule explanation were the dominant instructional methods observed.	Used in 80% of classes
3	Use of Communicative Grammar Teaching	Only a small number of teachers applied communicative and context-based grammar activities.	20% of teachers
4	Confidence in Teaching Grammar	Teachers reported moderate confidence, but low confidence with	Mean score: 3.1 / 5

		advanced grammar topics.	
5	Student Grammar Performance	Students showed improvement when teachers used varied methods, especially contextualized activities.	15–20% improvement
6	Challenges in Grammar Instruction	Large class sizes, exam pressure, and limited training were reported as major barriers.	Reported by 75% of teachers
7	Use of Inductive vs. Deductive Teaching	Deductive (rule-first) approaches were more commonly used than inductive (example-first) approaches.	70% deductive vs. 30% inductive
8	Classroom Interaction	Interaction during grammar lessons was limited, with few opportunities for student-centered tasks.	Low interaction in 65% of classes
9	Training Received	Only a minority of teachers received recent training in modern grammar-teaching strategies.	28% trained
10	Teacher Attitude	Teachers showed positive attitudes toward updating grammar-teaching methods.	82% positive attitude

The table 4 summarizes key findings related to teachers' grammar competence and instructional practices in Iraqi EFL classrooms. Results show that while most teachers possess a basic to moderate understanding of grammar, many struggle with advanced structures. Traditional, teacher-centered methods remain dominant, and communicative grammar teaching is used infrequently. Major challenges reported include large class sizes, exam-oriented instruction, and limited professional training. The data also indicate that students achieve better outcomes when teachers incorporate varied and contextualized grammar activities. Overall, the findings highlight the need for enhanced training and more balanced teaching approaches to improve grammar instruction.

5. Discussion

This study aims to determine the Grasha-Riechmann Teaching Styles that Iraqi EFL instructors preferred and practiced. The first study objective's findings indicate that EFL instructors were the ones who used the Personal Model Teaching Style the most. Conversely, the least amount of the Facilitator Teaching Style was used. There is a dearth of local and international literature on the Grasha-Riechmann Teaching Style patterns among teachers. The results align with previous research show that educators prefer the Personal Model Teaching Style above other styles and that it comes first (Beers et al, 2016; Khoirunnisa, 2023). Similar findings were also published in studies by Ghanizadeh and Jahedizadeh (2016) and Balqishanis et al. (2023), which showed that the Personal Model Teaching Style predominates over other teaching methods. The study's contribution is thought to support the conclusions made on the Grasha-Riechmann Teaching Style patterns used by Iraqi EFL instructors.

The results unmistakably showed the trend of EFL teachers adopting the Personal Model Teaching Style, in which they would model how they would think and act for their students by providing clear direction and then encouraging imitation (Grasha, 1996). Additionally, this approach promotes a student-centered learning environment where students solve problems via inquiry to improve their language proficiency (Fern & Ewan, 2022). Furthermore, it was shown that educators who exhibited a high Personal Model Teaching Style were deeply invested in their pupils' comprehension of the subject matter. They frequently used instances from their personal experiences to show how to understand and apply the lessons, concepts, and principles. Teachers that teach English prefer this type of instruction since it allows them to monitor, mentor, encourage, and direct students to make observations and then model their own approach after them.

From a theoretical perspective, Bandura's Social Learning Theory (Bandura, 1962), which explains that humans naturally learn through the process of observation and imitation, is one of the logical explanations for the trend of using Personal Model Teaching Style among primary school mathematics teachers in this study. This approach places a strong emphasis on the necessity of students using the Personal Model Teaching Style through direct observation and imitation. To assist pupils and succeed academically, the language subjects in this study need individualized attention and ongoing instruction (Beers et al., 2016). Students in the early stages of learning are urged to watch and refer to the work processes or procedures demonstrated by the teachers because English is a conceptual language. As they answered the questions posed to them, the knowledge they had learned was progressively retained in memory and released.

Grasha's (1994) preliminary research also revealed that all academic educators, including professors, associate professors, tutors, and teachers, mostly employed the

Personal Model Teaching Style. Furthermore, compared to other teaching philosophies, it was shown that the Personal Model Teaching Style was utilized more frequently when instructing classes at all higher education levels. This demonstrates unequivocally that educators frequently employ the hands-on Personal Model Teaching Style, which encourages students to watch and imitate. To put it briefly, the Personal example Teaching Style places a strong emphasis on guided and observational learning, with the instructor acting as an actual example for students participating in structured activities.

What's even more intriguing is that EFL teachers probably employ the Personal Model Teaching Style a lot since it might help students improve academically in English. In general, students' interest and academic success in a given topic are greatly influenced by the teaching style of their professors (Heydarnejad et al., 2017). They performed an extensive quantitative correlation analysis on students' academic accomplishments in 37 foreign schools in order to understand the link between Grasha-Riechmann Teaching Styles and the academic advancement of students in learning English. Additionally, this study demonstrated that the Personal Model Teaching Style led to the greatest increase in students' academic attainment. In the meanwhile, a study was carried out in Malaysia by Abdull Sukor et al. (2014) to determine the connection between university students' academic participation and the lecturers' methods of instruction. According to the study, when lecturers employed the Personal Model Teaching Style, most students were more inclined to participate in class.

The results also indicated that among the responders, the facilitator teaching method was the least common. The results are consistent with those of Ainonmadiah et al. (2016), who studied instructors from five schools in Kelantan's Bachok District. Piaget's Theory of Cognitive growth (Piaget, 1936) provides an explanation for the

study's findings. It categorizes children's cognitive growth between the ages of seven and twelve as a concrete process characterized by the application of logical and unambiguous principles. Youngsters of this age are observed to apply reasoning to tangible objects, but not to concepts or theories. As a result, children's thinking is still restricted as they can only handle problems that they directly confront and place a greater emphasis on tangible items (Ginaya et al., 2018).

Consequently, the employment of the Facilitator Teaching Style, which stresses students' self-learning via the execution of practical tasks or project assignments, has been limited due to the limited cognitive development of students at lower levels of competence. This is since learners at this level are less competent in handling abstract and linguistic difficulties. It is quite probable that teachers who use the facilitator teaching style would create a bad perception of language learners because of the stress that comes with it, regardless of the students' learning requirements. Additionally, there may be challenges and time loss involved in implementing the teaching method to a group of pupils who are not psychologically prepared. Therefore, these elements probably play a part in the fact that EFL teachers don't employ the facilitator teaching style very often. However, further investigation is needed to provide better empirical support for this theory in the future.

Additionally, the current study demonstrated the implicit conclusion that, in contrast to student-centered teaching orientations (Delegator and Facilitator), EFL teachers are more likely to use teacher-centered teaching orientations (Personal Model, Expert, and Formal Authority). This situation, however, does not align with the requirements of 21st century learning, which emphasizes the need for a balance between teacher-centered and student-centered teaching approaches to maximize student learning results. According to Mazlini et al.'s 2021 study, trainee teachers

are highly prepared in terms of their enthusiasm, knowledge, and abilities for incorporating a student-centered approach into the teaching and learning of English.

When learning is centered around the instructor, pupils lose agency and become passive learners. The curriculum, instructional strategies, and assessment decisions in this situation are all made by the instructors, which impedes the growth of student abilities and learning outcomes (Dole et al., 2016; Goff, 2016; Lak et al., 2017). In contrast, students get greater attention and accountability for their own learning in a student-centered classroom (Upadhyya and Lynch, 2019). Active learning, problem-solving via critical and creative thinking, role-playing, and cooperative learning are examples of student-centered practices. Students can get in-depth knowledge and comprehension of the course material with this teaching approach, which fosters a positive attitude toward the learning process. Therefore, student-centered teaching methods should not be disregarded but rather given careful consideration and teachers need to take proactive measures to balance them with student learning, particularly considering the difficult and fast-paced changes in education that are occurring today.

6. Conclusion

The findings of this study highlight the crucial role that teachers' grammatical competence plays in shaping the quality of English language instruction in Iraqi schools. Although many teachers demonstrate basic to moderate knowledge of grammar, noticeable gaps remain in their understanding of complex and contextualized structures. The continued dominance of traditional, rule-based teaching methods suggests that pedagogical practices have not fully aligned with modern communicative approaches. Limited training opportunities, large class sizes, and exam-driven curricula further restrict teachers' ability to implement more

effective grammar-teaching strategies. Despite these challenges, teachers express positive attitudes toward professional development and show willingness to adopt updated methodologies. Student performance results reinforce the value of using varied, contextual, and student-centered grammar activities. Therefore, targeted professional development programs are essential to strengthening teachers' linguistic and pedagogical skills. Improving the availability of instructional resources and reducing structural barriers can also support more effective grammar instruction. Overall, the study underscores the need for a balanced approach that integrates both explicit and communicative grammar teaching techniques. By enhancing teacher training and promoting innovative practices, Iraqi schools can significantly improve students' grammatical accuracy and overall English proficiency.

The fast change of education in response to the difficulties of the Industrial Revolution has required teachers to take the lead in changing the old teacher-centric teaching technique into a more student-centric one. Students are given greater focus and accountability for their own learning in a student-centered teaching approach. A teacher's primary duty is to create and preserve a supportive learning environment in which pupils are motivated to expand their own knowledge under the guidance and facilitation of the instructor. Teachers are thus urged to implement student-centered teaching methods, which encompass approaches like role-playing, active learning, problem-solving via critical and creative thinking, and group or cooperative learning. Through indirect means, students can create connections between new and current information as well as the learning processes themselves, all of which align with the requirements of learning in the twenty-first century.

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