

## “A Study on English Grammar among Teachers of English as a Foreign Language in Iraqi Schools”

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### ABSTRACT

*This research is an attempt to shed light on the knowledge of EFL teachers' English grammar in the Iraqi context and the strategies they use to teach grammar in their classes and what the difficulties they face while teaching are. The study intends to investigate the correlations between students' overall learning outcomes, instructional strategies, and teachers' grammatical expertise. comprised the data used in this mixed-method study. The findings indicate that the majority of the teachers had a low to medium level of English grammar understanding, however some teachers still struggle with teaching communicative grammar and contextual grammar use, and there are still false assumptions in several complex areas.*

*Observations attest that pre-GR, including GTM in particular, remains the predominant approach to the teaching of grammar in the classrooms in Iraq. Communicative and student-centred methodologies are less commonly adopted as a result of challenges like large numbers of students, inadequate training, lack of materials and the influence of national exams. The interviews reveal that teachers have knowledge of contemporary pedagogical approaches yet do not feel equipped to effectively implement them. The study infers that an improvement of teachers' grammatical competence and methodological diversification may lead to better grammar teaching and better language performance of students. Suggestions include specific professional development schemes, revised training packages for novice teachers, and new paradigms towards is compatible with current EFL practice.*

### ARTICLE INFO

Article history:

Received 15 Dec 2025

Received in revised form

16 Jan 2026

Accepted 18 Feb 2026

**Keywords:** English grammar, EFL instructors, Iraqi educational institutions, instructional strategies, and language ability

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### 1 . Introduction

Having good command of English grammar for the teachers of English as a Foreign Language (EFL) is indispensable to the quality of language teaching and learning, especially in such contexts as Iraqi public schools. Teachers who have strong grammatical awareness can explain linguistic structures more clearly and lead students to produce language more accurately (Khudhair & Mousa, 2024). According to recent studies, grammar teaching in Iraq is still dominated by traditional methods, that is, a rule based approach, which is greatly affected by the staken national examination system and decades old pedagogical practices (Hadi & Mohammed, 2025 ).(Research has also highlighted that some teachers encountered difficulties while implementing approaches of communicative and situational grammar-oriented teaching due to lack of training, resource and crowded classes (Fahad & Salem, 2023). On the university level, two novel grammatical techniques, type-error identification and token-error correction, have been empirically found to bring about significant gains in students 'grammatical performance, signifying the value of progressive teaching methods (AlDulaimi, 2025).Likewise, studies on grammar learning

strategies of Iraqi EFL learners reveal that systematic strategies like repetition, self-correction and guided practice contribute to the grammar learning. (Abdulhassan, Hussein & Abdul-Settar, 2024).

In light of these results, it is still necessary to investigate grammatical proficiency and instructional strategies, particularly among Iraqi school-level EFL teachers. Targeted professional development programs can benefit from an understanding of the breadth of teachers' grammatical knowledge, the strategies they use, and the challenges they encounter. Such a study can boost teachers' pedagogical abilities, improve grammar education, and ultimately raise English proficiency among students. Thus, the goal of this study is to offer a thorough examination of how English grammar is taught by Iraqi EFL teachers and to make evidence-based suggestions for bettering instruction. Sh grammar; EFL instructors; Iraqi educational institutions; instructional strategies; language competency

It is well known by now that discussing style in education involves more than just one-dimensional components and paying attention to style to evoke positive reactions. Incidentally, prevalent and widespread characteristics are regarded as the best strategies that are crucial in a number of professional instructional situations. According to Kartal and Başol (2019), educators' personal characteristics also influence how they choose and apply instructional approaches. Teaching philosophies thus become a crucial and comprehensive component of teaching the subject matter of the teaching profession.

The current study focuses on the following question because there is currently little literature on the preferred and employed teaching methods among Iraqi English as a Foreign Language (EFL) schoolteachers:

1. Which teaching philosophies do Iraqi EFL teachers like and employ?

## **2. Literature review**

### **2.1. Teaching Style Models**

The efficiency of English grammar instruction is greatly influenced by teaching style models, especially in EFL situations like Iraqi schools. Grasha's Teaching Styles Framework, which distinguishes styles like Expert, Formal Authority, Facilitator, and Delegator, each representing varying degrees of instructor control and learner autonomy, is one of the most well-known frameworks.

The Expert and Formal Authority modes are frequently used while teaching grammar since teachers focus on outlining the rules and fixing mistakes, especially in conventional or exam-focused learning environments. The Facilitator and Delegator styles are used inasmuch as student-centered learning is promoted; in these approaches, students are urged to acquire grammar through interaction, duties involving communication and problem-solving. The Cognitive-Constructivist paradigm, which views learning as an active process in which students are seen as creating knowledge rather than passively absorbing it, is another frequently mentioned approach. Grammar is taught by example, not by rule, in this regard. In this methodology, grammar is taught bottom-up, where students learn rules via examples, rather than top-down, when students are given rules. This contrasts with behaviorist methods, which are still prevalent in many EFL classes and incorporate drilling, repetition, and error correction.

Furthermore, the functional approach of Communicative Language Teaching (CLT) teaches grammar through meaningful communication rather than in isolation.

It is widely acknowledged that there are multiple schools of thought and that teaching styles are readable. Additionally, the audience determines which strategy is best: "Effective grammar teaching appears to involve the integration of a number of approaches and take into consideration the specific needs of the learners and their learning styles."

preferences. However, due to curriculum limitations and inadequate preparation, research also reveals that many EFL instructors in Iraq have a tendency to excessively rely on teacher-centered approaches. Therefore, creating more effective and balanced grammar education that complies with contemporary pedagogical requirements requires an awareness of teaching style models.

The goal is to find useful methods for teaching arithmetic that would reduce students' fear. This highlights how important teaching methods are for both instruction and the students' learning process. Evans (2004) felt that the manner, despite the fact that the aforementioned studies' contributions cannot be disregarded.

This is due to the fact that the researchers who carried out the full study naturally had a deep comprehension of the teaching style model they were examining. There are five main teaching philosophies that are linked to different outcomes for kids, according to Grasha (1996). They are Formal Authority, (2010). Discipline-centered teaching methods include group projects, practical exercises, laboratories, demonstrations, and debates in addition to being teacher-centered. Consequently, this approach creates a positive learning environment where students may share their ideas and make sense of what they have learned.

In a nutshell, the discipline-centered teaching style blends aspects of the student-centered and teacher-centered approaches. As a result, using a discipline-centered style as a transitional style might be appropriate.

Student-centered activities include group discussions and individual or group reports (Lackey, 2010). This individualized method meets the students' cognitive, emotional, behavioral, and physical needs throughout the teaching and learning process (Shreves, 2002). These two assertions imply that the phrase "student-centered style" describes a tailored teaching approach.

## **2.2 Grasha's teaching style**

This research tried to investigate teaching and the observation that teachers were inclined to adopt and implement the teaching styles itself rather than that suggested in their own classroom practices. Several observations and interviews indicate that teachers tend to have the characteristics of Grasha's Model of teaching styles (Grasha, 1996). Moreover, present studies underlines a need for radically positive teaching strategies particularly concentrate on method of instructors In the following section, we provide a short overview of Grasha's teaching philosophy, as well as provide information on teachers, their attributes, and the pros and cons of various comparables. First, one could be argue the expert teacher approach to teaching every teacher of a student Should be the reference for the possible learning needs of the students. They can retain their authority with their pupils by revealing the extent of their knowledge in such teaching. Teachers promote students to be more competent by exposing their students to adversity.

Teachers are specialists in their chosen fields, and the normal expectation is that they impart knowledge and students absorb and use it. Among one of the merits that can be expected is the professional teaching technique of teachers, since they are having precise and comprehensive knowledge and skill and information about the target scope that they wanted to bring the students. A downside to applying the expert style too rigidly is that it ends up alienating students who do not have enough or broad enough understanding of what it is they're supposed to learn. Also, children may not always perceive the way information or know-how is delivered as particularly interesting .Consequently, formal authoritative pedagogical model requires the teacher to have some duties toward his or her students because as a formal authority he or she is a professor or institutional member who facilitates the teaching and learning of students by the means of constructive and critical feedback. After setting objectives, rules ,and learnings goals for their students, teachers design authentic learning experiences. Students can be encouraged to learn by applying the best known, efficient, and appropriate learning strategies in this manner.focused on concrete targets and effective approaches during the One advantage in the treating style is the teaching-learning transaction. Yet this teaching style demands such high levels of effort that it may lead to a one-size-fits-all, rigid and unkind regimen for students or learners on how to manage their engagement that might be taken as a downside. When students are told what to think or how to act, teachers or professors become role models. Thus, teacher must watch the learners, to track their completion, and lead the learners about what to do and how to do it in various circumstances. This personal model of instruction gives real-world examples. In doing so, personal model teachers not only ask students to look at, mimic, or reproduce the methods and approaches they use as teachers, but also express certain expectations that students take on board those methods and approaches. The benefit of this style of teaching paradigm is that it makes the students to see and to imitate. A number of fundamental negative impacts that the implementers need to know of are also masked by this teaching style, although worst. These include (a) professors — or teachers in general — who are convinced with great vehemence that the way they teach or deliver course content does justice to their students, and (b) learners who feel useless when they are unable to meet those expectations or make use of the techniques that they are offered or that they see.

When a student and a teacher come together within the context of facilitator teaching methodologies, the priority focused on is the personal experience. The decisions, questions and experiences of the teachers are a path for the students in their learning worlds. Students are expected to formulate their own learning standards in this kind of instruction. The teachers chase the overall classroom goal, which gives students the opportunity to own their learning and build their personal power and responsibility all the while being supported and encouraged. This early benefit of individual teaching style is adaptability of knowing and goals of the individual student. It allows students to imagine a potential course of action, and other options. A disadvantage is that it may take professors and students longer to learn this way. And at least one more disadvantage of this teaching method is that some students may require one or more methods or approaches for direct or just straight ahead learning with their eyes.

especially if they hate the way they are being taught. Delegator teaching The delegator tries to increase the students' resourceless conduct in meeting their own needs by serving as a recourse. A Payload As Self-reliant Group Members Students are required to do their own work in this teaching method. Students can receive assistance from their Professors or Lecturers at any time should they require help or need them to function as a source of knowledge. It was under whom they are thinking, asking questions, and learning independently. But teachers are not always sure that their students are prepared to assume these responsibilities and students do get nervous when they are confronted with such expectations. Therefore, While We Have found it necessary for students To Be Particularly attentive in monitoring themselves as they regulate anxiety and use energy in learning environments..

## Method

### 1.1. Participants

In this study, the procedure for participant selection was to identify a sufficient number of English teachers in high schools in Iraq. A convenience sampling was employed to choose the participants since they had to be accessible and willing to participate. The objective was to recruit at least 120 instructors to ensure a robust representation of the population. Then the English language teachers were asked to complete the questionnaires after sample selection. The questionnaires sought to obtain information on a number of teaching and assessment issues. Content analysis of closed-response questionnaires this quantitative technique yielded enlightening results on the teaching choices and practices of teachers

#### 1.1.1. Questionnaire

A modified/new attitudes and behaviour survey was implemented in the survey stage. Survey (Grasha, 1994), a recognized instrument in educational research. The general questionnaire was adapted and customized by adding relevant parts from a related questionnaire previously used in line with the objective of the study. Adapting a popular teaching style, sections of the questionnaire are based on four dimensions of teaching styles; interactional styles, techniques of teaching, strategies in managing a class, and styles of learning. Likert scale. Scale's reliability The instrument was tested for reliability through the internal consistency by the Cronbach's alpha. Equivalence of instruments in consecutive instruments Equivalence = IC ~ the same instruments but not necessary to describe Mailizar (2018) mentioned that equivalence of instruments is called IC Instruments Consistency in instruments in known as IC Mailizar (2018). The tool showed a good reliability (Cronbach  $\alpha = 0.85$ ). Coefficient of reliability was good (coefficient of reliability = 0.87)

**Table 1 subscales of teaching style scale**

| Teaching style                         | Item number | Number of items |
|--|-------------|-----------------|
| Expert Instructional Approach          | 1–8         | 8               |
| Formal Authority Method of Instruction | 9–16        | 8               |
| Teaching Style of the Personal Model   | 17–24       | 8               |
| Teaching Style of the Facilitator      | 25–32       | 8               |
| Delegator Method of Instruction        | 33–40       | 8               |
| Total                                  |             | 40              |

### 3.3 Procedure

To guarantee the capture of reliable data and to explore the teaching methodologies among the teachers of EFL in the high school of Iraq, the present research was conducted in a controlled manner. The procedure was divided into phases of purposeful sampling, data collection, data analysis, and interpretation of findings. Partner. A purposive sampling technique was employed to select EFL high school teachers from Mosul, Iraq. In an attempt at representativeness, efforts were made to solicit a diverse group of teachers', availability and willingness to volunteer determined teacher participation. The questionnaire distribution: To the selected respondents, with the aim of exploring teaching approaches and assessment procedures, a questionnaire developed by the researchers was complied with The survey

is an adaptation en version attitude and behaviour survey which borrows characteristics across those domains of teaching styles and one section to investigate teaching popular and preferred assessment methods. A Pilot Test A pilot study was conducted before data collection to determine the reliability, readability, and the clarity of the questionnaire. Several teachers uninvolved in the rest of the study completed the questionnaire, to offer comments on any potential problems or ambiguities. Amendments were made in the light of the results of the pilot study to improve the validity and reliability of the questionnaire.

#### 4. Results

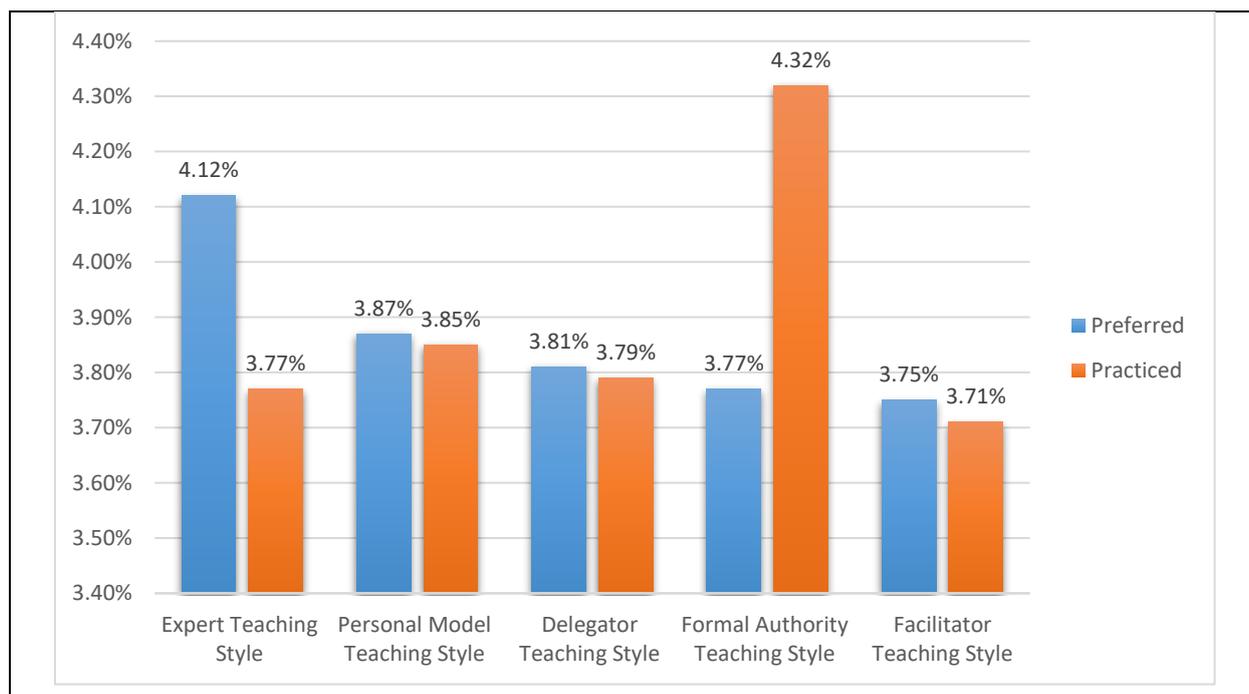
##### Iraqi high school EFL instructors' favored versus employed main teaching techniques

This study used a 40-item, five-point Likert scale (1/5 strongly disagree to 5/5 strongly agree) to investigate the teachers' preferred and used instructional methods. Total scale scores have a minimum value of 40 and a maximum value of 200. Descriptive statistics for both groups' total scores on the teaching methods (practiced and favored) questionnaire are displayed in Table 2. The Cronbach alpha coefficient for the questionnaire's item responses is 0.86, as can be seen in the table, indicating that the items' internal consistency was adequate. Furthermore, the data is regularly distributed with a KS test value of 0.07.

The scale data were examined in light of the research question, which sought to determine the preferred and actual teaching methods used by Iraqi EFL instructors.

**Table 2 The teaching style questionnaire's descriptive statistics**

| Teaching style questionnaire | Minimum | Maximum | Mean | SD   | Alpha | KS Sig. |
|------------------------------|---------|---------|------|------|-------|---------|
| Teaching style questionnaire | 1.10    | 5       | 3.36 | 1.03 | 0.86  | 0.07    |



**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 method of instruction | Preferred Practiced |      |
|--|---------------------|------|
|  | Mean                | Mean |
| Expert Instructional Approach          | 4.12                | 3.77 |
| Formal Authority Method of Instruction | 3.77                | 3.85 |
| Teaching Style of the Personal Model   | 3.87                | 4.32 |
| Teaching Style of the Facilitator      | 3.75                | 3.71 |
| Delegator Method of Instruction        | 3.81                | 3.79 |

**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             | The majority of teachers showed a basic to moderate understanding of grammatical rules, but many struggled with complicated compositions.. | 62% adequate, 38% weak            |
| 2   | Use of Traditional Methods              | The most common teaching strategies found were grammar-translation and rule explanation..  | Used in 80% of classes            |
| 3   | Use of Communicative Grammar Teaching   | Only a few educators used context-based and communicative grammar exercises.   | 20% of teachers                   |
| 4   | Confidence in Teaching Grammar          | When it came to difficult grammar topics, teachers expressed low confidence but moderate confidence.                                       | Mean score: 3.1 / 5               |
| 5   | Student Grammar Performance             | When teachers employed a variety of techniques, particularly contextualized exercises, students demonstrated improvement.                  | 15–20% improvement                |
| 6   | Challenges in Grammar Instruction       | <b>Exam pressure, big class sizes, and inadequate training were identified as the main obstacles.</b>                                      | Reported by 75% of teachers       |
| 7   | Use of Inductive vs. Deductive Teaching | Inductive (example-first) methods were less frequently employed than deductive (rule-first) methods.                                       | 70% deductive vs. 30% inductive   |
| 8   | Classroom Interaction                   | There was little opportunity for student-centered activities and little interaction during grammar lessons.                                | Low interaction in 65% of classes |
| 9   | Training Received                       | Just a small percentage of teachers have recently received training in contemporary methods for teaching grammar.                          | 28% trained                       |
| 10  | Teacher Attitude                        | Teachers' attitudes about modernizing grammar instruction were encouraging.  | 82% positive attitude             |

The synopsis of relevant findings regarding teachers' grammar knowledge and instruction in Iraq is shown in Table 4. The findings show that many teachers possess a poor to average grammatical knowledge, and that a number of them are faced with challenges when addressing complicated structures. Teacher-centred, traditional methods of grammar instruction prevail and communicative teaching of grammar is very rare. Large class sizes ,an exam focus, and poor training are cited as significant barriers. The findings also suggest that students are more successful when teaching is supported by combinations of contextualised good grammar teaching is different types of DSL activities. Overall ,the findings suggest that innovations in teacher education and an integrated approach to the teaching of to develop grammar teaching.

## 5. Discussion

The study significance is to consolidate the inferences of the Grasha-Riechmann Teaching Style of the Iraqi EFL teachers and the prediction is the study contribution to the knowledge. The findings indicated a clear trend of EFL teachers adopting the Personal Model Teaching Style, that is, they would show students the way they think and act as a means of predicting “students how they should think and act themselves (Grasha, 1996) by way of lesson of giving clear instruction and then requesting for Imitation. Besides, such teaching method leads to the formation of a student-centered learning environment where students negotiate to address issues via inquiry to enhance their language proficiency (Fern & Ewan, 2022). Further, teachers with high-Personal Model Teaching Style investment were deeply committed to their students’ comprehension of what they were teaching. They would frequently rely on their own experiences to demonstrate ways of thinking about— and, in some cases, how to apply—the lessons, concepts, and principles of the series. English class teachers also like this kind of lesson, as it gives them the opportunity to spot, guide, encourage and command the students to make observations on the patterns and then they show own way of doing things. In this regard, Bandura’s Social Learning Theory (Bandura, 1962), which posits that humans are naturally prone to learn via observing and replicating others) Among the a-s is generalisability this T are applicable to this research) is a among the reasons for the success of Personal Model Teaching Style in the participating sample of primary school mathematics educators. closely tied to the fact that the child has to first ‘look then do’ (Personal Model Teaching Style) in this model of teaching. Specialized teaching and sustained reinforcement are necessary to enable students to do well in them and in scholastic success (Brown et al., 2016) if results are to be achieved in these lang-- age subjects scrutinized in this research. Beginners should be: watching the process/working flow, as exhibited by the teacher, because English is a conceptual language. To the questions asked them, their gradually acquired knowledge is slowly absorbed and ejected from their minds. Grasha’s initial (1994) study also revealed that college, assistant, associate professor, and instructor educators -- those with the highest firsts in educational sectors -- were more likely to invest the Personal Model Teaching Style. Furthermore, it was found that more students at the tertiary level were taught using the Personal Model style of teaching than any other delcg oracy style of teaching. This is evidence that in the teaching staff there still prevails (for all and sunderes in fact) the Personal Model Teaching Style, where the teacher is watched and imitated by the students. In a nutshell, the Personal example Teaching Style educates students following principles of guided and observational learning as the teacher presents real cases while the students are engaged in structured tasks. Also, it would be interesting to note that EFL teachers are probably to be frequent users of the Personal Model Teaching Style seeing as it may be of assistance in teaching students academically in English. In summary, the professor's teaching style plays an important role in whether or not the student develops an interest in and does well in the professor’s class (Heydarnejad et al., 2017). They ran a high-powered quant correlational investigation of the academic grades of students across 37 different foreign schools to examine the relationship between Grasha-Riechmann Teaching Styles and Student Academic Growth in learning English.

The finding is Personal Model teaching style were the highest in academic performance among student. Summary a study Israls (2013), ins titled “ the relation between University Students’ Academic Engagement and Lecturers Teaching Style” was conducted in malaysia. The lecturers switched to Personal Model Teaching Style, the majority students showed a greater readiness to participate in class. And it was also found that the facilitator method of teaching was the least-favorite means of... among the learners. This is in line with the result of Ainonmadiyah et al.(2016) al., which concentrated on teachers of 5 schools in Bachok District of Kelantan. According to Piaget’s Theory of Cognitive development )Piaget, 1936), The study result Aufgrund von ist das es wird als Prozess verarbeitet gehandelt das ist Kinder zwischen sieben und zwölf Kinder in folgen Diesem Zeitpunkt ehren Kinder in eine phase labeled concrete und die darin logische Operationen auf Vorstellungen und positive ohne sie anzuwenden. Among the most observable thought patterns during this period is that children thinking at this age was applied to objects but not concept, or ideas( West, 1993). Hence, children`s thinking: Problem solving is still deprived of wide development as it is focused on solving problems rather than immediate experiences

and that children place great emphasis on tangible things (Ginaya et al., 2018).

By applying this teaching method, students are able to have positive perceptions in learning process, and secondly, it is reasonable to conclude that students can obtain solid knowledge and understanding of course contents. Hence, approaches for a student-focused teaching in principle of should not be ‘opposed to’ but considered together with the learning of the teacher and this source of the teacher needs to be an active balancing process between these apparently competing source as they struggle and grapple with the challenge and pace altering the education landscape as they encounter it.

## 6. Conclusion

Implications of the Study results proved the significant impact of teachers’ grammatical knowledge on the quality of English language teaching within the context of Iraq. I think there are certainly a small percentage of teachers who at least know some grammar or have an intermediate knowledge of it, but they have some major holes and gaps if you will in their understanding of complex or contextual grammar. But the fact that traditional, rules-based teaching methods persist suggests that pedagogy hasn’t quite caught up with communicative methodologies. The teaching they received, class size, and teaching to the test syllabi are onto be hurdles they face when it comes to helping the students learn better methods of teaching grammar. Nevertheless, educators remain enthusiastic towards professional concern development as well the enactment of new methodologies ,in grams-positive types. Results for student performance recommend high varied contextualised and student centered grammar activities. As such is it vital that they take part in specific customised professional development courses to enhance their linguistic as well as their teaching competence. Improving teacher access to educational materials and minimizing systemic roadblocks may also support better grammar teaching. In summary, the current study findings suggest a need to adopt a “dual foci” explicit- and communicative aiutament for gc teaching. With the advancement of teacher education and the strengthening of good practice, the schools in Iraq can truly seize the opportunity to bring about a vast enhancement in students’ grammatical accuracy and even in their general proficiency in English.

The dramatic evolution of education to meet the problems of the Industrial Revolution has necessitated that teachers become change agents from the old teacher-centered pedagogy to one that is student-centered. Students are more disciplined and responsible for its own learning in the student-centred teaching approach. The teacher should make sure the environment is conducive to students feeling motivated to learn independently (the teacher as guide and facilitator), and that is really the core of what an instructor should do. Teachers are thus being encouraged to engage in such student-centred teaching methods as role play, active learning, solving problems by means of critical and creative thinking and group or co-operative learning. Indirectly, through methods students may connect new knowledge with prior knowledge or processes for learning, all of which are consistent with the learning requirements of the twenty first century.

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