

### 3– Teachers English Grammar Proficiency in teaching grammar to international students from student point of view

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#### Abstract

The study of the paper gives various students' view on teacher's proficiency of teachers in teaching English grammar to international students. The students alert was based on their past views language learning experience, their ability in the language, current academic needs, and future career choices.

The learning and teaching of EAL of international students are done within the context curriculum of the mainstream, and it requires the involvement of the teacher and the student within the levels of the classroom. Schools have made it a point to make a special arrangement for the ESL/EFL students in which a portion of the schools has made additional financing for English teachers.

There is a lot of likenesses in the qualities of the students who learn ESL with the individuals English's identity their first language in that their adapting needs are practically like the other children who English is their native language. However, the ESL students have a precise and unique needs contrasted with the local speakers; this is because they are learning through and in another language.

ESL Teachers have the role of being understanding of the psychological needs, attitudes, an adaptation of the new environment, and how the students are affected by the transition. The coordination of EAL teachers with the students is essential for learning.

**Keywords:** teacher's proficiency, grammar, teaching, teacher, psychological needs

#### 1. Introduction

Teaching grammar in English is an integral part of the language. This is because of the lack of knowledge in grammar the language learning is incomplete. Teaching approaches and techniques also vary in different teachers. In the grammar–translation method of teaching, for instance, equates

the study of English with that of grammar. In short, it meant that teaching of grammar was the basis of teaching the English language as a whole. This method established the education of grammar rules as a norm. With time another way was introduced that was known as the direct method. This method eschewed the specific analytical method of teaching and advocated teaching inductively. The learners of the language were expected to pick up the grammar rules that were targeted in the same way they did in the rules in their first languages. The method taught the concept of the word without any explanations and also directly without any translations. This technique appreciated significant notoriety toward the start of the twentieth century. The center of the century, (the years between the 60s) was ruled by the Audiolingual Method. Immovably grounded in the semantic hypothesis of structuralism and a mental theory of behaviorism, the Audiolingual strategy, similar to the Direct Method, rejected specific guidance on linguistic focuses. This strategy composes Brown (2001:18), "acquired principles from its ancestor the Direct Method by practically 50 years while splitting without end completely from the Grammar Translation Method". This strategy expected understudies to learn sentence designs "through a procedure of verbal propensity arrangement" (DeCarrico and Larsen-Freeman, 2002: 28). For this, they were given an evaluated rundown of sentence designs through exchanges which they needed to bore until their utilization ended up programmed.

The theoretical bases of Audiolingualism and their significance in language teaching were tested with the approach of generative sentence structure, which saw language when in doubt administered framework and the job of language students as guideline formulators from the accessible phonetic proof. This expected them to figure, test, and reconsider theories about grammatical structures in the objective language as opposed to merely submitting them to memory. There was more tendency towards the 'no-grammar teaching' approach in the late 20th century. One of the principle reasons, as expressed by Mitchell (1994), was first language Acquisition (FLA) investigates which intensely impacted second language Acquisition (SLA) and scrutinized the importance of grammar teaching to second language students. Underlining the parallelism among FLA and SLA, the promoters of the Natural Approach thought of the possibility that students could gain a second language how they managed their first language given that they were presented to phonetically rich contribution to the typical habitat. Securing exercises as supported by Krashen (1985) see no estimation of oral

sentence structure clarification in the language study hall. To him, “all aspects of sentence structure guidance are futile or (...) ‘fringe and delicate’ (Cowan, 2009) (Cowan, 2009). Krashen (1985) and his devotees contend that formal language structure guidance is an exercise in futility because educated syntax learning does not end up obtained information, and it can’t be available to clients when required for regular correspondence. They further contend that the course was reading punctuation conflicts with a student’s psychological sentence structure; and “it is lexis not linguistic structure that shapes the establishment of language” (Thornbury, 1999).

Notwithstanding, such contentions which slight unequivocal educating of language structure can’t be acknowledged without addressing. The scrutinizes of Krashen’s conflict no-language approach are many. Psychological methodologies (McLaughlin’s data handling model, Anderson’s Active Control of Thought (ACT), and connectionism), Long’s Interaction speculation and Vygotsky’s socio-social hypothesis (Mitchell and Myles, 2004) question Krashen’s conflict that syntax educating isn’t just purposeless, yet additionally unsafe in the student’s general language accomplishment. The accompanying contentions, as exhibited in Thornbury (1999:15–17) presents a defense for teaching grammar to second language students:

- The sentence-machine assertion (for example syntax encourages students to produce sentences.)
- The tweaking contention (for example, sentence structure adjusts students’ language.)
- The fossilization contention (for example, sentence structure defends students’ writing against fossilization.)
- The propelled coordinator contention (for example, learning sentence structure can be delayed affect later securing of the language.)
- The discrete-thing dispute (for example, communication is open to instruction and learnable due to its sentence structure.)
- The standard of-law contention (for example, sentence structure fits the procedure of transmission from instructors to students.)
- The student desire contention (for example, sentence structure satisfies students’ desires.) Recent research works in second language learning, as examined by Mitchell (1994), uncover that syntax instructing is essential for consistent language improvement. Mitchell’s contention complies with what Richards and Rynandya (2004) state, “as of late, sentence structure

instructing has recaptured its legitimate spot in the language educational programs. Individuals currently concur that sentence structure is too critical to be overlooked possibly and that without decent information of grammar, students' language advancement will be seriously obliged". Featuring the job of sentence structure in language learning, Nunan (1988) cites Rutherford (1987), who keeps up that, "the deserting of punctuation as the crucial component in the schedule might be untimely." Be that as it may, Rutherford's way to deal with joining the language structure part into the student' prospectus is against the conventional methodology that regards sentence structure as an item and diminishes learning punctuation standards to the retention and their mechanical propagation. Or maybe, Rutherford battles, our prime concern ought to be on sentence structure process that draws in students always in "reanalyzing information, reformulating theories, recasting speculations and so on" (as referred to in Nunan, 1988). Rutherford is of the sentiment that our center should move from 'what' to 'how' parts of language structure instructing. We should consider how the sentence structure part can be best misused following what we are educated of nature of language, quality of language learning, and teaching.

## **2. Problem statement**

An international student comes from different parts of the world with some being native and non-native English speakers. English is one of the foreign languages it is considered necessary for students in school to get involved in learning it for ease of communication. All teachers in an international school have an obligation for teaching grammar, especially the English teachers. Students expect English teachers to be knowledgeable in teaching grammar for them to be useful in their English teaching courses. The study aims to examine the opinion of the student on the English teacher's proficiency in teaching grammar in English to international students.

## **3. Teaching English grammar**

There is a high demand for teachers who teach English grammar in the International curriculum. The market is both for lower level learning and higher level learning in linguistics and grammatical concept. According to Hudson and Walmsley ( 2005), they felt that English teachers had received limited training in colleges and training institutions. They explained further that most young teacher professionals knew very little grammar and had no confidence in their knowledge. This is because the teacher picked up their grammar unsystematically in the training schools (Carjkler & Hislam, 2002). Due to

this reason, serious problems have been raised in the teaching of grammar by students as an official program in international schools.

#### 4. English Grammar for Teachers

Tribhuvan University, the Department of English Education has endorsed a propelled English language structure course entitled “English Grammar for Teachers.” The course supplanted in 2010; the past more hypothesis loaded course entitled “grammar Theory and Practice.” It came as a reaction to the possible and instructive changes that the ELT people group experienced at home and abroad. Contrasted with the former course, this course is unmistakably more research-based, down to earth and homeroom situated. Indeed, even from the careless

Perception, one can presume that the course has given equivalent significance to language structure showing speculations and homeroom exercises. There are four units through and through. Each is managing a specific part of teaching English punctuation to EFL understudies: Unit I: Basic Concepts of Grammar II: Grammar in Practice III: Grammar and the Language Teacher IV: Pedagogical Grammar Unit I gives fundamental hypothetical ideas of various sorts of sentence structure. for example, theoretical grammar and instructive sentence structure, primary language and useful language structure, rigid sentence structure, and precise language structure, etc. Unit II is dedicated to various instructional ways to deal with encouraging English sentence structure pursued by their study hall application. The unit draws in the educators in the investigation of three noteworthy segments of English sentence structure. The central part exhibits twenty-four remarkable sentence structure themes starting with inquiries and completion with talk connectors and talk’s markers. A snappy rundown trails the open exchange of every language point. Sentence structure focuses are spoken of from three unique measurements: structure and capacity. The second part introduces issues that ESL/EFL understudies face in learning English sentence structure. While talking about the issues, the proof has been predominantly drawn from Arabic, French, German, Chinese, and Korean settings. The third segment presents proposals for educating.

Additionally, the unit likewise comprises of different exercises for encouraging troublesome syntax focuses, investigation of basic blunders made by students from various language foundations and down to earth recommendations for tending to student mistakes. For this unit, the course has endorsed a course book and referential guide entitled “The Teacher’s Gram-

mar of English" (2009) by Cowan. Unit III presents the foundation and open learning of academic sentence structure. The group is partitioned into four noteworthy sub-units: Grammar and Grammars, Teachers' Knowledge of Grammar, Grammar, and Learning, and Grammar and Teaching, every unit has three to four research-based articles by (educational) grammarians and analysts like Leech, Mitchell, Andrews, Willis, Bygate, Batstone and others. Every one of the pieces is educationally situated, and they endeavor to interface hypotheses of instructive sentence structure to instructing and learning of English language to and by ESL understudies. The last unit manages the use of various ways to deal with language introduction, practice, and remedy in the homeroom. It further introduces unique assets, strategies, and exercises helpful for educating and having understudies practice English language structure focuses. This unit manages the accompanying four noteworthy useful parts of sentence structure instructing:

- Techniques for introducing language structure focus: The important strategies or methods for introduction are deductive (for example introducing sentence structure from guidelines), inductive (for instance entering language structure from models), content-based (for example introducing sentence structure through writings).

- Methods for drawing in understudies in language practice: The critical practice exercises are penetrating, composed activities, data hole exercises, personalization assignments, sentence structure translation, and discussion.

- Models of coordinating punctuation focus: The Presentation, Practice, and Production (PPP) and the Task, Teach and Task (TTT) are the two critical models prescribed for the reconciliation of sentence structure focuses into regular language exercises. While displaying the upsides and downsides of each, the need is given to the last mentioned.

- Procedures and assets in showing punctuation: The instructors are presented to a broad scope of strategies valuable for encouraging sentence structure focuses on the understudies all things considered. The appreciation centered methods, for example, tune in and physically react, tune in and draw, tune in and shading, tune in and control, and so on are prescribed for the low capability understudies while generation centered systems, for example, narrating, pretending, sensation, critical thinking and so on are suggested for the higher capability understudies. The vital assets prescribed are stories, productions, shows, recorded discussions, amusements, issues, lyrics and refrain, pictures. The substance uncovers that the course as

per the existing language instructing learning patterns and methodologies, for example, Communicative Language Teaching, Task-based Language Teaching, and Grammar in Context. The course features the job of syntax for instructors and students, and its responsibility in ELT instructional method. The curriculum anticipates that the understudy educators should instruct grammar to their understudies:

- Through informative exercises (with the goal that they will know the tenets of English as well as the principles of their utilization in ordinary correspondence);
- Through undertaking based practices (with the goal that familiarity and exactness can be grown all the while);
- In setting (so their punctuation creates as a component of in general talk);
- By planning exercises and exercises for showing the English language;
- By recognizing and utilizing proper assets and strategies for educating sentence structure. Such a pattern of encouraging sentence structure appears to be new in our unique situation, where training language structure through the direct methodology has been a standard for a very long time. The course shuns conventional sentence-level language structure and organizes talk level grammar.

### **5. Student's perception of the teaching of grammar**

Studies have identified that the value that students placed on grammar instructions that were given by the teachers was based on their current language proficiency with their previous learning experiences and other cultural variables (Schulz, 2001). It seemed that students who had examined English in their nations of origin trusted that further grammar guidance was not going to help them in utilizing or learning the language in the ESL setting (Ellis, 2002).

Students' who communicated the conviction that specific grammar guidance was superfluous or insufficient appeared to do as such dependent on their apparent language necessities at the time (Ellis, 2006). In a study that was conducted involving international student considering engineering as their career paths felt that it was vital for them to learn grammatical rules and to practice the language in which they would apply the rules in their spoken communication with other to be able to attain fluency. In the same field of study, another student expressed their situation that they felt that grammar study was not useful in their stage of learning and career since

their intend profession was not based much on grammar and structure of the language (Kern, 1995). This introduced another aspect of the students thought that they felt that they did not need additional grammar teaching from their teachers since they could learn the grammar from their books and previous studies in a school which still did not meet their requirements. Some of the students felt that they required learning how to apply grammatical rules in the English communication approach, which they felt was more beneficial in comparison to their educational success (Farrell, 2005). For an understudy to have the capacity to learn EAL, they should act naturally sure about themselves and have the ability to work on discussing the language, notwithstanding when committing errors. An investigation that was finished by Clement and Kruidenier, 1985 in which they had thought of French-speaking Canadian. They reasoned that communication with the people that we're talking a comparable language manufactured the relevance, capability, and the fearlessness of the less fatty. The EAL instructor has a job of empowering collaboration of both the local and the non-local speaker by advancing comprehension among them and supporting the incorporations. This can be continued through gathering work, pretending and helping the local English speaker to likewise gain from the non-local the way of life and their language.

Dorneyei (1994) through the ESL educator discussion with the ESL understudies ought to be found on where the understudies see themselves later on. This empowers them to bust their self-assurance on what they need to do by defining objectives that are practical and moving in the direction of them in class. Making the objectives together can be an inspirational factor to the ESL understudies and overseeing them in advancement can likewise be so promising for the ESL understudies, so they don't feel overpowered with the learning procedure of ESL.

## **6. Teacher-student relationship**

As indicated by Pianta (2014) who clarifies that the connection between the ESL instructor and the understudy should be specific for this permits extensive correspondence, enthusiastic and scholarly help to existing between the two gatherings. The bond that is shared between the understudy and the instructor depends on shared acknowledgment, getting, warmth, closeness, trust, care, and collaboration. This sort of setting urges the homeroom to turn out to be a more significant amount of humanistic concerning the benefits of finding out about existence contrasted with it just turning into a scholarly setting.



Hughes et al. (2006) concur with the factor that the dimension of help that the ESL educator provides for the understudy makes a study hall atmosphere. The environment in the ESL substantially affects the ESL student. ESL influential teachers make their student's observation change towards learning ESL, and in this way, the understudies become increasingly occupied with learning ESL, will in general work harder in their study hall and discourse, acknowledge being analysis, heading, have an approach to adapt to pressure related situations better and focus on the educator. It likewise makes the ESL understudy feel bolstered and roused to learn ESL.

By and large, the scholastic execution of ESL understudies, and significant observed as being identified with the relationship of the instructor understudy relationship and a negative exhibition can be connected to a negative correlation (Yunus et al., 2011). In being a casualty of hatred, it subjects the kids to enthusiastic outcomes, for example, being pushed, discouraged, and losing their confidence, and so forth. These outcomes influence the learning of the ESL students, and some of them may elect to drop out of school or be available; however, not take an interest in the class. Research has demonstrated that a positive connection between instructor understudy has a centrality that is incredible in lessening harassing since different students that are rehearsing the tormenting demonstration, imagine that the educator will become more acquainted with about it since the one being harassed has a decent instructor relationship.

As indicated by O'Connor and McCartney (2007) improving the ESL students' academic accomplishment should start with the improvement of educator understudy relationship that merits more consideration in light of the dynamic quality or the related idea of the relationship. They further clarify that the ESL educator enthusiastic help to the understudy and the scholarly help are critical in ESL scholastic accomplishment.

### **7. The motivation of ESL students**

A positive connection between the teacher and the student encourages the student to feel aroused in learning. An examination that was finished by Gardner (2007) on the outer impacts that sway ESL students. One of his discoveries was the educator an inspiration factor, particularly in the empowering confidence of ESL understudies who were delicate, and responsive. The ESL understudies were progressively persuaded with regards to academic tutoring.

As indicated by the inspiration show that was worked by Gardner (2007)

that achievement is accomplished for the most part by the integrative roused ESL understudies. The end was that if the ESL instructors can help the ESL understudies to coordinate into the learning networks which are the existing school networks, they are visiting; at that point, it would urge instrumental inspiration to learn of ESL. The meaning of Dornyei (1994) clarifies that some ESL understudies would not have any desire to be individuals from that specific culture, yet the ESL educator discloses to them the benefits of learning ESL.

Gardner (2007) concurs that for ESL understudies to appreciate ESL learning, they should be persuaded by the ESL educator. Her clarification is these ESL educators have the most impact in making enthusiasm for instruction by preparing the materials that are pertinent to picking up intriguing to the ESL understudies. In light of premium, the ESL educators can make learning recreations, exercises that are testing and fascinating to the more slender that conveys pleasure to the homeroom and inspires the understudy.

As Dornyei (1994) says that the educators must assume the liability of the guardians to support and rouse the understudies in their learning procedure. The guardians could impart inspiration among their youngsters; however, this has not been the situation constraining educators to play the job themselves. The educators must guarantee that the ESL appreciates the adapting yet not compelling them to learn. Research done on Korean understudies that are learning ESL demonstrated that because the guardians of these kids talked almost no English, they were not ready to help their youngsters in the English homework task and in this way these understudies felt next to no persuaded in examining ESL contrasted with different subjects. For this situation, it was discovered that if the ESL instructor overlooks the requirements of this understudy, at that point, they feel less roused to learn ESL and might surrender.

## 8. Conclusion

It is said that teachers have a role in constructing or demolishing. The decision is primarily in their grasp while educating. Cultural practices or religion can impact the learning of international students is relying upon what they accept and how they will identify with the ESL teacher however an expert instructor will have the ability of how to manage the decent social variety expertly without influencing the students.

The educator must direct out of the outer weights. Dornyei (1994) distinguishes that the student self-sufficiency limits outside influence by em-

powering the global understudy and educator collaboration through an association of the learning procedure. The ESL teacher should allow the learning procedure in the students' hands so the ESL understudy can trait the achievement or the disappointment of the learning exertion possesses their own as opposed to accusing different factors, for example, culture, religion, and a decent variety of the general population.

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