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وزارة التعليم العالي والبحث العلمي
جامعة الأنبار



مجلة جامعة الأنبار للغات والآداب

مجلة علمية فصلية محكمة
تعنى بدراسات وأبحاث اللغات وآدابها

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Assessing EFL University Learners' Attitudinal Shift in Grammar Learning via the Inductive Approach

Lect. Firas Muayyad Salih

Department of English, College of Education for Humanities, University of Mosul, Iraq

firasmuayyad@uomosul.edu.iq

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Positive attitudes are considered a major attribute that influence how well someone learns a language. In light of this, the present study focuses on how first-year EFL university students' attitudes change due to the use of the inductive approach to teaching grammar. The data-gathering instrument was via a five-point-Likert-attitude scale, which was designed to provide a more wholistic perspective on the change process. Its psychometric properties were established; so, in its final version, it was composed of 23 items that address various aspects related to grammar and its learning. As for the study sample, it comprised 42 students enrolled at the Department of Chemical and Petroleum Industries Techniques Engineering, Technical Engineering College of Mosul, Northern Technical University for the first course of the academic year 2025-2026. To proceed, EFL students' attitudes were measured before-and-after exposure to the independent variable, viz. the inductive approach. Initially, it was found that those students possess positive attitudes towards grammar learning, then after being instructed by the inductive approach, these attitudes increased as revealed by the data analysis of the scale; in addition to insignificant influence of the examined gender variable upon their attitudes towards English grammar. The results of the study demonstrated that nurturing positive attitudes towards grammar learning is contingent largely upon employing effective teaching method that can transform a dull subject into an entertaining one, full of engaging activities to optimize pedagogical effectiveness. On the basis of these results, some suggestions and recommendations were proposed.

Keywords: Attitudes; Likert Scale; Inductive Approach; English Grammar Learning; EFL University Students

تقويم تحوّل اتجاهات طلبة الجامعة متعلمي اللغة الإنجليزية كلغة أجنبية نحو تعلم القواعد من خلال المدخل الاستقرائي

فiras مؤيد صالح

قسم اللغة الإنكليزية، كلية التربية للعلوم الإنسانية، جامعة الموصل، العراق.

المستخلص

تُعتبر الاتجاهات الإيجابية سمةً رئيسةً مؤثرةً على مدى إتقان الشخص للغة. في ضوء ذلك، تركز الدراسة الحالية على كيفية تغيير اتجاهات طلبة الصف الأول الجامعيين نحو قواعد اللغة الإنكليزية بوصفها لغة أجنبية كنتيجةً لاستخدام المنهج الاستقرائي. ولجمع البيانات، أُستخدم مقياس ليكرت الخماسي، والذي صُمم لتقديم رؤية شاملة لعملية التغيير. وقد تم التحقق من الخصائص السيكومترية للمقياس، ليتكون في نسخته النهائية من ثلاث وعشرون فقرة والتي تناولت جوانب مختلفة متعلقة بقواعد اللغة وتعلمها. أما بخصوص عينة الدراسة، فقد اشتملت على ٤٢ طالبًا من طلبة الصف الأول، والمسجلين في قسم هندسة تقنيات الصناعات الكيماوية والبتروولية، الكلية الهندسية التقنية في الموصل،

التابعة للجامعة التقنية الشمالية في الفصل الدراسي الأول من العام الدراسي ٢٠٢٥-٢٠٢٦. وقد قُيست اتجاهات الطلبة قبل وبعد تطبيق المتغير المستقل، وهو المنهج الاستقرائي. بدايةً، تبين أن الطلبة لديهم اتجاهات إيجابية نحو تعلم قواعد اللغة الانكليزية، ثم وبعد تدريسهم وفقاً للمنهج الاستقرائي، ازدادت هذه الاتجاهات كما اظهر تحليل بيانات المقياس؛ بالإضافة إلى عدم وجود تأثير يُذكر لمتغير الجنس على اتجاهاتهم نحو قواعد اللغة الإنكليزية. وأخيراً، أثبتت نتائج الدراسة أن تنمية الاتجاهات الإيجابية نحو تعلم قواعد اللغة الانكليزية يعتمد بشكل كبير على استخدام أساليب تدريس فعالة قادرة على تحويل مادة مملة إلى شيقة، مليئة بالأنشطة التفاعلية لتحسين الفعالية التربوية. وبناءً على هذه النتائج، تم تقديم بعض المقترحات والتوصيات.

الكلمات المفتاحية: الاتجاهات؛ مقياس ليكرت؛ المنهج الاستقرائي؛ تعلم قواعد اللغة الإنكليزية؛ طلبة الجامعة الدراسون للغة الإنكليزية بوصفها لغة أجنبية

Introduction:

Undoubtedly, education in any country, regardless of its specificity, is regarded the most important, delicate and sensitive field. Its final endeavor is the development of human beings, and the society we live in (Dron, 2023: 331). Education is necessary to human existence and it is vital to man of any background culture, race and religion (Olugbenga, 2022: 16). Since the human being is both the goal and the means of education, the method of teaching employed is of critical importance. Therefore, those working in the education field have to be armed to the teeth with a thorough understanding of learners' needs, as well as a grasp of the importance of spiritual and psychological development, curricula, teaching methods, and other related aspects.

In language teaching-learning context, there are a considerable number of factors that affect the learning of a new language. These factors can be categorized as intelligence and non- intelligence. Intelligence factors refer to cognitive abilities that affect how a person learns; while non-intelligence factors refer to affective, social, and personal variables. They are also known as non-cognitive factors, which often have a direct and profound impact on language learning and long-term success (Liu, 2015: 1165). One of which is attitudes.

Attitudes are a key component of the affective domain in Bloom's Taxonomy of educational objectives. In education, the affective domain is no less important than the cognitive, and psychomotor domains. As we can see positive attitudes towards a particular subject facilitates its learning; while negative ones impede the process. Attitudes are relatively stable (Martin and Tesser, 2013: 49). And this characteristic enables researchers to measure them, and determine their values that reflect the respondent's attitudes, whether negative or positive and to what extent.

Being a key factor, attitudes are profoundly vital to language learning as a positive attitude enhances EFL learners' academic performance by increasing motivation, engagement, and confidence; while a negative attitude can lead to decreased motivation, disengagement and eventually poor academic performance. Considerable amount of research has evidenced that achievement in the TL is correlated to measures of attitudes and motivation (Gardner *et al.*, 1985: 207).

EFL learners with positive attitudes are more likely to participate, ask questions, and persevere through the challenges, ultimately leading to greater academic success. This relationship extends to the teaching method that the teacher follows as well, as learners' positive attitudes towards the teaching method significantly influence EFL learners' motivation, interests and overall learning environment. Gardner and Lambert (1972: 52), and Dörnyei and Ushioda (2009: 43) emphasize that attitude and motivation are the primary drivers of success in language learning. In light of this, the current study is an empirical

scientific attempt to assess first-year EFL university students' attitudes towards grammar after being instructed via the inductive approach.

Statement of the Problem:

Learning a new language is like going through a path full of challenges, difficulties and obstacles. This path to achieving the goal of language learning is marked by substantial hurdles, and it is non-linear. However, EFL learners must go through it to achieve their goal. This is possible by the guidance of their teachers, and through adopting a well-defined approach, with the presence of high motivation and positive attitudes that are crucial for their academic success (Yigit, 2011: 35).

To learn English grammar effectively and grasp its fundamental grammatical concepts, language learners need a great deal of instruction for the purpose of assimilating basic grammatical points. Although this instruction has remained an area of scholarly controversy. The controversy is largely revolving around whether grammar should be taught in explicit manner through a formal presentation and explanation of grammatical point, or in implicit manner through natural exposure to purposeful language use (Nassaji and Fotos, 2011: 1).

It is empirically-evidenced that negative attitudes and low motivation in learning the FL, which often come from stereotypes and superficial contact with the TL and learners' problems in learning that are manifested in their deficiency in all language skills, impede the learning of that language (Elyidrim and Ashton, 2006: 3). In the Iraqi context, some EFL learners do not develop positive attitudes towards the TL. They come to class, hoping it will be over soon, and reluctant to participate in the lesson activities relevant to the FL, one of which is grammar activity.

What is clear, according to Brown (2001: 181), is that EFL learners benefit from positive attitudes and that negative ones might result in decreased motivation and, in all likelihood because of the decreased input and interaction, to unsuccessful attainment of proficiency. It is worth-reporting that so many EFL learners today confront enormous problems dealing with this FL, that is why they have difficulty in studying and learning, nearly all the skills and components of the FL. This unfavourable situation has led them to emotionally withdraw from the language due to the continuity of unsuccess, which eventually makes them believe that learning English is futile process leading them to creating a self-fulfilling prophecy of failure (Elyidrim and Ashton, 2006: 5).

To remedy this problematic situation and to increase the effectiveness of teaching grammar and cultivate their positive attitudes, there is an impressive need for experimentation with a different grammar instruction, viz. the inductive approach. Based on these thorough discussions and clear observations, the problem of the study has been identified and can be framed as follows: Although the potential significance of emotions, like attitudes, on the teaching-learning process, it is not given due attention and to some extent neglected in our classes. Further research is required to investigate how negative emotions can be shifted into positive ones after employing an effective method. Besides, there is a paucity of scholarly investigation in the tertiary context regarding teaching grammar inductively and assessing EFL learners' attitudes.

Significance of the Study:

In the Iraqi context, a considerable body of literature has extensively addressed the cognitive domain; yet, the affective domain warrants further investigation. The affective domain, or emotions are of vital importance in education as they have influential effect on learners' cognitive functions, like attention, memory, perception. Positive emotions, such as motivation and attitude, can enhance learning; while negative emotions, like anxiety and fears, can impede the process, affecting learners' ability to concentrate and engage with the learning material.

Here comes the importance of studying motivation, attitude and interest in FL education. Therefore, the study of these positive emotions has become an important research topic in language education. According to Gardner (1985: 25), the desire to learn another language is deeply rooted in positive attitudes towards the community that speaks it, as well as communicating with its members and become more like them.

Therefore, learners' attitudes towards the subject is of highly importance to both the educational and psychological processes; especially if this subject is characterized by some sort of difficulty, whether in the content or the language used to present it, like English. Furthermore, revealing the extent of learners' attitudes towards a certain subject helps teachers to answer their inquiries about learners' performance, the level of engagement into the material, and their efforts to achieve their personal goals (ALHarthy and Alsoudi, 2023: 564).

Some scholars, for example (Grittner, 1974: 1), illustrates that measures of proficiency in ESL/EFL are highly correlated with measures of positive emotions, like motivation and positive attitudes. Learners with positive emotions, will endeavour hard to learn, and engage longer in the learning process. Conversely, it is difficult, almost impossible, to teach learners who have negative attitudes towards the material, have feeling of hatred and/or do not engage in the lesson.

One can sum up that positive attitude is the ingredient of successful education. The equation is crystal-clear, if a learner has negative attitudes towards the subject, s/he properly would not succeed. This suggests that emotions, like positive attitudes towards English, are important for ESL/EFL learners when they begin learning, but it is even more important to sustain in the long term (Yan, 2004: 1).

The study derives its theoretical importance from the significance of its topic, attitudes towards grammar and its learning. The theoretical importance of the study lies in its attempt to provide a measure of EFL learners' attitudes towards English grammar and its learning. Besides, the attitude scale will increase EFL educators and researchers' repertoire of instruments to gain valuable affective insights of their learners.

Also, the study derives its practical significance from the administration of this scale and the possibility of its application by EFL researchers who are interested in measuring EFL learners' attitudes towards grammar and its learning. As this will permit them to understand EFL learners' current attitudes towards English grammar and its learning, their engagement with the subject, and their personal future goals. Consequently, this provides valuable emotional insights, enabling researchers and all stakeholders to measure EFL learners' attitudes and try to change them if they were negative. And this ultimately, will positively affect their learning, and give insights into taking technical and administrative decisions that will elevate EFL learners' proficiency in the TL. According to Richards *et al.* (2010: 314), "language attitudes may have an effect on second language or foreign language learning. The measurement of language attitudes provides information which is useful in language teaching and language planning".

Finally, despite the fact that a number of scientific works have been conducted to investigate different methods of teaching English grammar, no study has yet been carried out in Iraq on teaching grammar through the inductive approach, then assessing their attitudes towards grammar learning. Consequently, it is hoped that the present study will bridge the gap in the research field of FL. The prime purpose of the present study, therefore, is to assess first-year EFL university learners' attitudinal shift after being exposed to the inductive approach, and to see whether this exposure is effective or not and change their attitudes towards grammar and its learning.

Questions of the Study:

1. What are first-year EFL university students' attitudes who enrolled at the Department of Chemical and Petroleum Industries Techniques Engineering towards English grammar and its learning?
2. Then, what are their attitudes upon exposure to the inductive approach to teaching grammar?
3. Does utilizing the inductive approach change their attitudes towards grammar learning?
4. Are these attitudes changed positively or negatively after being instructed by the inductive approach? And,
5. Is there statistically significant difference between the mean scores of male and female students towards English grammar and its learning?

Aims of the Study:

This empirical scientific study aims at:

1. investigating first-year EFL university students' attitudes towards English grammar learning;
2. assessing first-year EFL university students' attitudes towards English grammar learning after being taught via the inductive approach;
3. finding out whether this attitudinal shift is positive or negative; and
4. examining if there is a statistically significant difference between the mean scores of male and female students in the attitude scale from the pretest to the posttest.

Hypotheses of the Study:

To facilitate empirical investigation, the subsequent two null hypotheses are formulated. The α -level is set at 0.05:

H₀₁: "There is no statistically significant difference between the mean scores of the experimental group in the attitude scale from the pretest to the posttest ascribed to the utilization of the inductive approach to teaching grammar".

H₀₂: "There is no statistically significant difference between the mean scores of the pretest and posttest in terms of the gender variable (males and females)".

Limits of the Study:

The study is limited to the followings:

1. First-year EFL university students' attitudes towards English grammar learning;
2. A sample of first-year EFL university students from the Department of Chemical and Petroleum Industries Techniques Engineering, Technical Engineering College/ Mosul, Northern Technical University;
3. the first course of the academic year 2025-2026; and
4. English Language Module 1, especially prepared for first-year EFL university students at Technical Engineering College Departments.

Definition of the Basic Study Terms:

Although some of the basic study terms to be defined here have been previously described, these terms will be now extensively defined as they are adopted in the present investigation.

1. **Attitude:** According to Haddock and Maio (2004: 1), "Attitudes refer to our overall evaluations of objects"; they are a set of emotions, beliefs, evaluations, opinions, and behaviours towards ideas, events, objects, and people. Humans can have positive, negative or ambivalent attitudes. Whereas Wiegand *et al.* (2004: 399) see this construct as "disposition to respond favourably or unfavourably to an object, person, institution, or event". They added that it is socio-psychological concept that cannot be objectively and directly observed and measured; it is rather an inference that one makes from

behaviour. Finally, Maio *et al.* (2019: 2) view attitude as “an evaluative judgment about a stimulus object”.

2. **English Grammar:** Quirk, a prominent figure who has contributed significantly to the study of English grammar, defines grammar as it encompasses the complex set of rules specifying how words must be combined into larger units and grammar must include these rules for this combination, including syntax (the arrangement of words to form sentences), morphology (the structure of words), sometimes phonology (the sound system), and semantics (meaning) (Quirk *et al.*, 1985: 12). Or grammar is “rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation” (Britannica, 2026: 1).
3. **The Inductive Approach:** Richards and Schmidt (2013: 158) have defined the inductive approach in their book “The Longman Dictionary of Language Teaching and Applied Linguistics” as “an approach in which learners are not taught grammatical or other types of rules directly but are left to discover or induce rules from their experience of using the language”. In other words, the inductive approach is an instructional approach where examples are studied before concepts are identified.

Concept of Attitude:

The concept of attitude was introduced by Spencer in 1892, and it is characterized by its distinctiveness and indispensability. Its study has remained supreme in social psychology until the present date. Attitudes are distinctively human phenomenon as well as social, and studied not only by psychologists and sociologists, but also by specialists from other fields such as anthropologists, political scientists, and language learning researchers (Wiegand *et al.*, 2004: 399).

Attitude in simple words is the way we feel about something/someone. This feeling could be positive, negative or mixed (British Orienteering, 2010: 7). Attitudes vary in two main ways; first attitudes can differ in direction (Hewstone *et al.*, 2012: 114). Attitudes can be “a positive, negative, or mixed reaction to a person, object, or idea” (Kassin *et al.*, 2017: 210). Second, attitudes can vary in strength, e.g. while some people might feel very strongly about a certain topic, other people might feel less strongly about the same topic (Hewstone *et al.*, 2012: 114). In addition, the strongest, most influential attitudes are learned via direct experience with some attitudinal objects. Attitudes are also learned via our social environment, from our parents, friends, culture and the society we are living in.

In language learning, attitude is a set of beliefs or opinions that language learners hold towards the language, members of the TL group, the TL culture, and towards their teachers and their instructions. Language attitudes are specifically related to the language itself. They are “subjective attitudes of a speech/language community in relation to language, language variants” (Borgoyakova and Guseinova, 2019: 343). In the Longman Dictionary of Language Teaching and Applied Linguistics, language attitudes are defined as “the attitudes which speakers of different languages or language varieties have towards each other’s languages or to their own language. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, ease or difficulty of learning, degree of importance, elegance, social status, etc. Attitudes towards a language may also show what people feel about the speakers of that language” (Richards and Schmidt, 2013: 314).

Richards and Schmidt (2013: 314) also highlight the importance of language attitudes, and maintain that attitudes can act as a filter that can either facilitate or hinder the process of language learning as they have an effect on ESL or EFL learning. Therefore, the

measurement of this affective construct, viz. language attitudes, provides profound insights which are beneficial in language teaching and planning.

Components of Attitudes:

Attitude is thought to be “a learned tendency to evaluate things in a certain way” (Amsad *et al.*, 2024: 163). It is “a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols” (Hogg and Vaughan, 2005: 150). Attitude is generally thought to be composed of three main components, also known as the tri-component model:

1. The Affective Component: Or the emotional component of attitudes is when we feel or have emotions about a certain object, subject, or topic, and this is what is going to shape our attitude. It refers to “feelings or emotions associated with an attitude object” (Hewstone *et al.*, 2012: 400). For example, a person can manifest an emotional attitude by saying “I am scared of spiders”. So, the word ‘scared’ indicates an emotion.
2. The Behavioural Component: The behavioural component of attitude is how we act or behave towards an object, subject, or topic. “They are predispositions to act in a certain way” (Edwards, 1994: 97). For example, “I will avoid spiders and scream if I see one”. So, the words ‘avoid’ and ‘scream’ indicate an action, or behaviour.
3. The Cognitive Component: In the last component, we form thoughts, beliefs, and we have some sort of knowledge about an object, subject, or topic. It refers to “beliefs, thoughts and attributes we associate with a particular object” (Hewstone *et al.*, 2012: 116). Also, this is going to influence and shape our attitudes. For example, “I believe that spiders are dangerous”. Here, we have a belief they are dangerous and this is going to form our attitude.

These are the ABC model, the three components of attitudes, historically known as the multicomponent model of attitude that conceptualizes attitudes as “summary evaluations of an object that have cognitive, affective, and behavioural antecedents” (Hewstone *et al.*, 2012: 396); that is, “one knows or believes something, has some emotional reaction to it and, therefore, may be assumed to act on this basis” (Edwards, 1994: 97). A considerable number of researchers have demonstrated how these three components of attitudes contribute to their formation and expression (Hewstone *et al.*, 2012: 114).

Language Learners’ Attitudes:

Language learners’ attitudes are said to reflect their beliefs, or opinions about the TL and culture. It is research-evidenced that attitudes and academic success are closely related. Dörnyei examines attitudes as one of the pillars in language learning; without it, no language learning would take place. He (2005: 4) claims that “language learning without sufficiently positive attitudes to support is a futile attempt”. Due to this research-evidenced view, attitudes are viewed as a powerful affective factor that directly influence motivation, engagement, and ultimately academic success. Positive attitudes could support language learning, while negative attitudes could be a stumbling block towards achieving language proficiency as Gardner and Lambert (1972: 3) perceived it as a dysfunctional towards language learning process.

Language learners exhibit different attitudes towards the TL; TL speakers; the TL culture; the social value of learning; particular uses of the TL; and themselves as members of their own culture. These attitudes may be indicative of particular social settings in which learners find themselves. Language learner attitudes have an effect on the level of language proficiency achieved by individual learners and are themselves affected by this success. Therefore, successful language learners with positive attitudes will have these attitudes reinforced. Similarly, learners’ negative attitudes, especially for those language learners who experience failure, may be strengthened. There are, also, cases of learners who begin with

positive attitudes but who, for a reason or another, encounter limited educational opportunities, fail to progress as they expected, and, eventually, become more negative in their attitudinal orientation (Ellis, 1994: 198-9).

The correlation between attitudes and language proficiency is well evidenced and well-established by research. Due to this, positive attitudes should not be underestimated in language learning. Numerous studies have proven its beneficial effect on TL learners and their learning. These scientific works have also discovered a positive correlation between this affective factor and language proficiency (see Hermann, 1980; and Van Els *et al.*, 1984). Possessing positive attitudes may lead to a better language learner performance; the negative ones could hamper the learning process and degrade the language learner performance (Larasati and Simatupang, 2020: 63).

Baker (1988 cited in Ellis, 1994: 199) outlines the main features of attitudes:

1. They are affective and cognitive.
2. They are multidimensional rather than bipolar (positive/negative/mixed)—they differ in degree of favourability/unfavourability.
3. They predispose an individual to respond in a particular manner.
4. They are learned tendencies, not inherited from parents or genetically endowed.
5. They tend to be enduring or persistent to change over time, but they can be change via experience.

A considerate amount of studies has demonstrated empirically that emotional blocks to learning process is one of the reasons of poor performance and low academic achievement. Attitude is not an exception, as it is considered as one of the affective factors that affect language learning (Vidhya *et al.*, 2021: 20). Generally speaking, positive attitudes that language learners hold towards the TL, its speakers, and its culture are likely to enhance learning; and negative attitudes can impede learning (Ellis, 1994: 200). This conclusion was also validated by Oxford (1990: 140), who is known for her emphasis upon the role of the affective factors, she says that the most significant aspect of language learning success or failure is probably the affective side of the language learner. Kara (2009: 102) draws additional conclusion that entails “positive attitudes led to the exhibition of positive behaviours toward courses of study, with participants absorbing themselves in courses and striving to learn more”.

Grammar Instruction:

Learning a language is not only learning its four skills of proficiency, but also understanding the system of rules underlying. Besides understanding grammar rules, learners need to achieve grammar competence, which is regarded vital to the ability of using language. Therefore, grammar instruction is particularly prominent in EFL settings, as it is perceived that without good grammar knowledge, language development will profoundly constrained (Hashemi and Daneshfar, 2018: 340).

The principal objective of grammar instruction is to make language learners aware of how language is constructed in order to produce grammatically correct sentences whether spoken and/or written, since grammar is a vital component of the language learning process. Wang argues that grammar should maintain a central and undiluted role, she says (1999: 80) “at any time, at any stage and in any circumstances, grammar teaching cannot be diluted. It ought to be an important part in foreign language teaching”. Therefore, grammar instruction should play a fundamental role in every EFL/ESL classroom (Al Mekhlafi and Nagaratnam, 2013: 78). Even Lightbrown (2016: 176) goes further and describes grammar as a ‘hook’ for language learners, where they use this grammar knowledge as a solid ground to improve their proficiency in the TL. As a consequence, grammar instruction is inevitable and necessary to every ESL/EFL learner.

Deductive vs. Inductive Approaches to Teaching English Grammar:

There are two instructional grammar approaches have been suggested within ESL/EFL context and occupying a pivotal position, viz. the deductive and inductive. The deductive approach suggests a top-down process, in which “the teacher provides a grammatical explanation or articulates a rule and then gives students a set of exercises that are intended to help the learner master the point. The principle comes first and the examples follow” (Nunan, 2015: 127). The inductive approach suggests a bottom-up process, in which students figure out the structural rule while working through exercises/tasks, or “the instances come first, in the form of texts or sentences in which the grammatical feature is embedded, and the learners, through a process of guided discovery, come to an understanding of the principle or rule” (Nunan, 2015: 127).

The deductive and inductive approaches are considered two of the key approaches used to present language items (Gower *et al.*, 1995: 135). Brown (2014: 423) has posed the following controversial pedagogical question: “Should grammar be presented inductively or deductively?”. To answer this question in proper way, and select which approach is more appropriate, one needs to delve deeper, discussing and explaining each grammar teaching approach in thorough detail to discover merits and demerits of each approach as Table-1 illustrates below (Kwakernaak, 2009: 348; Walter, 2015: 2-3; and Widodo, 2006: 127):

Table-1: Deductive vs. Inductive Grammar Teaching Approaches

	THE DEDUCTIVE APPROACH	THE INDUCTIVE APPROACH
1.	Learners learn the grammar rule in the context of formal instruction.	Learners learn the grammar rule as a child acquiring his/her first language.
2.	Learners know about the grammar rule.	Learners “figure out” the grammar rule.
3.	Learners learn the grammar rule explicitly and consciously.	Learners learn the grammar rule implicitly and subconsciously.
4.	It is a teacher-centered approach. The teacher is pivotal and central in the process.	It is a learner-centered approach. The learner is placed at the center of the learning process.
5.	Grammar rules are emphasized over language use.	The use of language is prioritized over grammar rules.
6.	Learners are passive, they do not participate in the learning process. They are just knowledge receivers from their teacher.	The learner’s autonomy and self-reliance are encouraged, since learners can figure out the grammar rule themselves. Learners are active agents involved in the learning process.
7.	It is preferred by older learners.	It is suitable for any age group.
8.	It progresses from simple to complex.	It introduces complex rules and terminology first.
9.	Grammar rules are presented by the teacher, then learners can use them.	Grammar rules are introduced only after using them, so learners have to discover the rules themselves.
10.	It leads to increased passiveness among learners.	It promotes increased communication.
11.	It is a rule-based instructional approach that entails presentation or explanation before learners grapple with how rules function in language.	It is a rule-search or discovery-based instructional approach that requires learners to induce the grammar rule from the given context.
12.	It is old and traditional.	It is new and modern.

13.	The teacher is dominant, and he controls the extent of language input.	Learners may induce incorrect grammar rules from their attempts to forming rules.
14.	It is quick and easy approach, as it requires less time than the inductive approach.	It is time-consuming approach, as it requires more time than the deductive approach.
15.	It is straightforward in nature and it is efficient and promotes rapid understanding, as learners introduced to grammar rules directly, spending less time discovering them independently.	It yields better learning outcomes due to the extensive time spent working on the grammar rules.
16.	It does not take up an ordinate amount of effort from the learner's part.	It takes a lot of needless effort from the learner's part.
17.	In the deductive approach, learners will increasingly become more dependent upon the teacher, and it supports the viewpoint which says "learning a language is simply a case of knowing the rule".	In the inductive approach, learners will become less dependent upon the teacher, and eventually will no longer view grammar as a hard subject, and only the teacher can explain it to them.
18.	It involves grammar-rules mastery and fosters analytical thinking skills. Many learners, especially adults, meet their expectation of the classroom learning.	It includes pattern-recognition and fosters problem-solving skills. Many learners find this approach interesting because it resembles solving a puzzle or challenge.
19.	In the deductive approach, learners are less motivated as they are not engaged in the learning process and are considered passive recipients.	It can increase learners' motivation, and make them attentive and engaged in the grammar lesson.

The deductive and inductive approaches are considered important and regarded as the two main major approaches to teaching English grammar. However, each approach has its merits and demerits. And which approach is the most effective one remains a subject of controversy (Thornbury, 1999: 49).

Previous Related Studies:

Attitudes are important. Therefore, all the surveyed related studies highlighted the importance of attitudes in FL learning, indicating their substantial role in educational settings, as discussed chronologically below.

1. **Al Mekhlafi and Nagaratnam, (2013):** One of the studies was conducted by Al Mekhlafi and Nagaratnam in Oman at Sultan Qaboos University. The study was an attempt "to investigate EFL student teachers' attitudes towards the mode of grammar instruction, i.e., explicit or implicit. It also aimed to figure out whether there were statistically significant differences among student teachers in their attitudes in terms of their gender and the educational stage they teach at school". The study sample comprised 58 participants who were required to respond to two instruments, a five-point Likert attitude scale, and open ended questionnaire. The main findings of the study showed that pre-service EFL student teachers hold positive attitude towards grammar in general, and a more favourable attitude towards the implicit instruction to teaching grammar than the explicit.
2. **Akay and Toraman, (2015):** Another study was carried out by Akay and Toraman in Turkey at Anadolu University, which aimed at designing an attitude scale to assess EFL learners' attitudes towards English grammar learning, and to study these attitudes in the

framework of several variables. The sample of the study consisted of 655 EFL learners of different proficiency levels. They participated in the current study during the spring semester for the academic year 2014-2015. To proceed, an attitude scale was designed and its psychometric properties were secured. Consequently, the scale was administered and the data were analyzed. It was found that none of the variable investigated had statistically significant differences, except for faculties of learners, which created positive attitudes. This means EFL learners' positive attitudes towards grammar learning may vary according to the faculties they belong to. As in some faculties studying English grammar is a fundamental prerequisite to use the language accurately in formal contexts.

3. **Lhorsumeth, (2017):** Next, a thesis carried out by Lhorsumeth at University of Thammasat, Thailand. One of the purposes of this study was to assess Thai private university students' attitudes towards English grammar learning. It also attempts to examine whether a number of variables, i.e., gender, age, education, frequency in English subject learning, and Grade Point Average had an impact on students' attitudes towards English grammar learning. The population of the study was all students from Thai private university who enrolled at the Faculty of Liberal Arts, English Language Department. The sample consists of 80 participants who were chosen purposefully. For data collection, a five-point Likert scale was used and distributed to EFL students. After statistical analysis of the data using SPSS program, the results unveiled that EFL university students held neutral attitudes towards English grammar learning, in addition to insignificant influence of the examined variables upon their attitudes towards English grammar.
4. **Fahady and Mohammed, (2019):** A study conducted by Fahady and Mohammed in Iraq, at University of Mosul to investigate EFL university students' attitudes towards learning English grammar as well as examining the difference in attitudes of EFL students across two different colleges to identify any notable variations. To achieve the objectives of the study, a five-point Likert scale was designed taking into account different aspects. The study targeted purposefully 100 EFL students enrolled at two different college settings, 50 ones from the Department of English, College of Education for Humanities; and 50 ones from the Department of English, College of Basic Education. The data analysis showed that EFL university students at the two colleges possess positive attitudes towards English grammar, and students of College of Basic Education possessed more positive attitudes towards English grammar than students of College of Education for Humanities.
5. **Ambariya, (2021):** Another study was conducted by Ambariya at GHG-DDN College, Jamnagar, in India, which aimed at measuring ESL college students' attitudes towards grammar learning. 300 ESL participants who enrolled at the colleges of GHG-DDN were chosen purposefully to be the study sample. For data collection, a five-point Likert attitude scale was used. Subsequent to the analysis, the findings of the study demonstrated that the majority of ESL college students hold positive attitudes towards English grammar. Some suggestions and recommendations were put forward.
6. **Mustafa and Al Bajalani, (2024):** The final study in the series was carried out by Mustafa and Al Bajalani at University of Salahuddin in Erbil that targeted evening EFL university students who were from the Department of English, College of Basic Education. The purpose of the study was to measure EFL university students' attitudes towards the impact of contextualized grammar instruction on developing their writing skills. To fulfill the aim of the study, two scales were designed and distributed to randomly chosen 34 second-year EFL university students who assigned into two equal groups, and each group was taught according to different grammar instruction method (explicit contextualized grammar instruction vs. implicit contextualized grammar instruction). Data analysis unveiled that EFL university students manifest positive attitudes towards both grammar instruction methods, but contextualized explicit grammar

instruction yielded more positive attitudes, that impacted positively their writing skills. A number of suggestions and recommendations were proposed.

All the surveyed related studies showcased that attitudes significantly influence the rate and way of leaning a new language. Language learners with positive attitudes and motivation tend to learn faster and report greater effort and interest in the material. The effect of attitudes is crucial as they affect how learners engage with the language and its activities, suggesting that fostering a positive attitude can enhance language learning. However, one can reach a valid conclusion that these studies are inconsistent in terms of aims and hypotheses; experimental designs and number of groups; population and sample; procedure and research instruments; and even the statistical formula used. Moreover, these studies come out with varied results. These facts highlight the necessity for further research in this area to fill the gap on the relationship of the inductive approach to teaching grammar on attitudinal shift of first-year EFL university students towards grammar.

Experimental Design of the Study:

One-group pretest-posttest design* was selected herein for this investigation, where a single experimental group undergoes empirical scrutiny not only after being exposed to a treatment of some sort, but also before (Fraenkel *et al.*, 2023: 263). A diagram of this design is illustrated in Table-2:

* One-group pretest-posttest design was chosen, i.e., only one experimental group with no control group, because measuring attitudes of a group (the control group in this context) that did not experience a new method, e.g., the inductive approach, would be unfair, i.e., there is no basis for comparison

Table-2: The One-Group Pretest-Posttest Design

Group	PRETEST	TREATMENT	POSTTEST
ONE GROUP	ATTITUDE SCALE	X	ATTITUDE SCALE

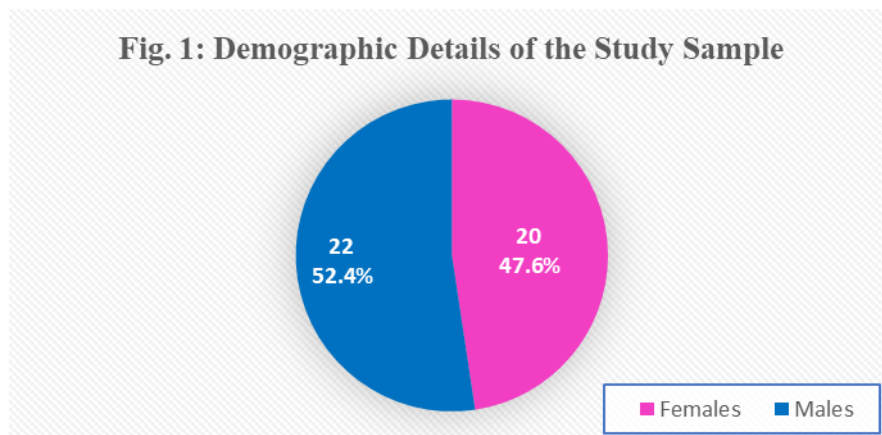
Population of the Study:

The population of the current investigation is all first-year EFL university students enrolled at Northern Technical University/Technical Engineering College of Mosul (TECM), whose total population is 899 students distributed over eight major departments* for the first course of the academic year 2025-2026.

Sample of the Study:

Once the study population has been identified, questions of sampling arise directly. The Department of Chemical and Petroleum Industries Techniques Engineering was selected randomly to be the study sample, which consists of 86 freshman students organized into two pre-existing groups, i.e., Group A and B. Thereafter, one of the groups, viz. Group A, was chosen via random allocation to be the experimental group. Group A, or the experimental group, consisted of 42 freshman students, 22 males and 20 females. Demographic details are visualized in Fig. 1 below.

Fig. 1: Demographic Details of the Study Sample



Data-gathering Instrument of the Study:

The data-gathering instrument of the study is a five-point Likert-type attitude scale. To find out and assess someone's attitude is to simply ask him/her about it by employing an overt written self-report questionnaire, that's why attitudes towards grammar learning scale is employed as it is considered the most straightforward and explicit way to measure attitudes. Also, this measure was utilized after reviewing related literature and several relevant prior studies, as it was found out it is the most common and effective psychometric tool for measuring attitudes. The following are the milestones of the scale construction:

Making-up the Scale:

In designing the scale, the researcher adopted a five-point Likert-type scale. It is one of

* It merits attention that TECM includes eight major departments, viz. Applied Mechanics Techniques Engineering; Building and Construction Techniques Engineering; Chemical and Petroleum Industries Techniques Engineering; Electrical Power Techniques Engineering; Geomatics Techniques Engineering; Medical Instrumentations Techniques Engineering; Power Mechanic Techniques Engineering; and Unmanned Aerial Vehicle Engineering Techniques.

the inquiry forms that includes data-gathering instrument through which participants respond to statements in writing. The scale was constructed to determine in a systematic way the attitudes of the participants towards various aspects of the FL grammar, its importance, effect on language proficiency, activities, lessons, and the negative points, etc., before and after the intervention. The study scale items have been generated from the following sources:

- i) Related Literature and Previous Studies: This is a crucial part of the attitude scale construction, which the researcher needs for the theoretical framework. Some universal items used by other researchers were adopted after slight modification to resonate with the population context (Akay and Toraman, 2015; Al Mekhlafi and Nagaratnam, 2013; Ambariya, 2021; Fahady and Mohammed, 2019; Lhorsumeth, 2017; and Mustafa and Al Bajalani, 2024).
- ii) The other items were developed by the researcher, and some were suggested by the expert juries.

Rating the Attitude Scale:

The items of the scale are written in such a manner that responses indicate either a favourable/unfavourable attitude. It adopted the five-point Likert-type scale with the response options: 'Absolutely Agree'; 'Agree'; 'Undetermined'; 'Disagree'; and 'Absolutely Disagree'. A high score is taken to indicate a strong positive attitude, whereas a low score is taken to indicate a strong negative attitude. Therefore, the scoring scheme for positive statements are from 5-to-1, and for negative ones are from 1-to-5 (see the Appendix).

Instructions of the Attitude Scale:

To respond to the scale, clear and direct instructions were constructed. To further enhance clarity, an illustrative example was used showing how to respond to the items of the instrument. To ensure confidentiality of the responses, data anonymization was employed to remove or obfuscate any personally identifiable information, and to let the respondents express their attitudes freely. It was clearly mentioned that the responses for merely scientific research purposes. Therefore, respondents were kindly reminded to choose only one option, from the five Likert-scale response options provided for each item of the scale (see the Appendix).

Validity of the Attitude Scale:

To verify and ensure face validity of the scale, its first version, consisting of 20 items, was submitted to expert juries in the field to ensure its suitability for fulfilling the aims of the study. The total number of expert juries was 15. They were requested to read the scale items and provide their remarks, concerning whether the scale covers the majority of first-year EFL university students' attitudes towards grammar and its learning, and measures them. Also, to evaluate its suitability and efficiency, and the rating scheme. They were kindly requested to add, omit, or modify any item they find inappropriate that would ultimately contribute to the development of the measure. It is noteworthy that each item should be validated by an 80% expert jury consensus, i.e., at least 12 members out of 15, otherwise it should be omitted. They all agreed that the scale was within the acceptable standards as it covered the majority of the first-year EFL university students' attitudes towards grammar; so, it is suitable for first-year EFL university students, and measured this construct explicitly. However, with respect to the notes, recommendations and suggestions provided by the expert juries, the following changes were made:

- (1) Items 2, 3, 4, 5, 6, 8, 9, 10, 12, 15, 16, and 20 were modified.
- (2) Based on the jury experts' recommendations, some new items were added to come out with a comprehensive scale that assess all aspects of the construct.

Eventually, the final version of the constructed attitude scale consisted of 23 items, and is made up of 11 positively worded and 12 negatively worded items about grammar and its learning, arranged in random order. Now it can be administrated as the main instrument of the study (see the Appendix).

Reliability Coefficient of the Scale:

The scale was tried out on a pilot study to ensure its practicality, suitability and reliability. The reliability of the scale was calculated by using test-retest formula of estimating reliability. This statistical formula determines reliability of the instrument that requires administrating the scale to the same group of respondents on two separate occasions, and then calculating the Pearson correlation between the two sets of scores. The index obtained was 0.85, which is within the acceptable index that ranges from 0.5 and to +1.00. This index is highly sufficient and means that the scale is deemed suitable for adoption, and then administration.

Item Discrimination Power:

To evaluate the discrimination power of the scale items, the following steps were taken: First, a pilot group was drawn from non-sampling population consisting of first-year EFL university students from different departments of Northern Technical University/ Technical Engineering College of Mosul (TECM). Second, the scale was administered to the pilot sample on November 12, 2025, totaled 105 respondents, and then scored for analysis.

Discriminatory Power Index:

The discriminatory power indices were determined by using extreme group method, or Kelley's equation. This method is used to determine if a specific item effectively

discriminate between two different groups in the quality tested, the following steps were followed:

1. Rank Scores: rank all respondents scores based on their total scale scores from the highest to the lowest.
2. Form Groups: select the top 27% (Upper Group); and the bottom 27% (Lower Group).
3. Calculate Group Means: calculate the mean scores for each specific item within each group.
4. Apply the t-test for the two independent samples to compare the mean item scores of the upper and lower groups; a statistically significant difference indicates high discrimination power.

All the computed t-values were between 5.382 and 18.110, which were greater in value than the tabulated t-value, which is 1.984, at 0.05, the level of significance, under 103, the *df*. In other words, all the items of the attitudinal scale have discriminability power and therefore, these items are acceptable and satisfactory (see Table-3 below).

Table-3: The Discrimination Power of the Attitude Scale Items

ITEM NO.	THE UPPER GROUP=28		THE LOWER GROUP=28		THE COMPUTED t-VALUES
	\bar{X}	S	\bar{X}	S	
1.	٤,٥٤	٠,٥٠٨	٢,٤٣	1.103	٩,١٨١
2.	٣,٥٧	١,٢٦٠	١,٨٩	1.066	٥,٣٨٢
3.	٣,٩٣	٠,٩٤٠	١,٨٩	1.100	٧,٤٤٤
4.	٣,٦٨	٠,٩٠٥	١,٨٦	1.208	٦,٣٨٤
5.	٤,٣٢	٠,٨١٩	٢,٢٩	0.713	٩,٩٢٢
6.	٤,٢١	٠,٥٦٨	١,٩٦	0.881	١١,٣٥٦
7.	٤,٤٣	٠,٥٧٣	٢,٢١	1.101	٩,٤٤٣
8.	٣,٥٠	١,٢٠٢	٢,٠٠	0.667	٥,٧٧٥
9.	٤,٢١	٠,٨٧٦	١,٣٢	0.476	١٥,٣٥٨
10.	٤,٠٧	٠,٩٩٧	١,٥٧	0.690	١١,٠٤٨
11.	٤,٣٩	٠,٥٦٧	٢,٦٤	1.129	٧,٣٢٩
12.	٤,٢٥	0.645	٢,٢١	0.876	٩,٩٠٠
13.	٤,١٨	٠,٧٧٢	١,٦٤	0.826	١١,٨٦٤
14.	٣,٨٦	٠,٨٠٣	١,٥٠	0.745	١١,٣٨١
15.	٣,٩٦	٠,٨٨١	١,٨٢	0.983	٨,٥٨٨
16.	٤,٠٧	٠,٩٠٠	٢,٤٣	1.069	٦,٢٢٢
17.	٤,١٨	٠,٩٠٥	٢,٥٠	1.374	٥,٣٩٨
18.	٤,٤٦	٠,٥٠٨	١,٩٣	0.539	١٨,١١٠
19.	٤,٠٤	٠,٩٦٢	١,٥٧	0.836	١٠,٢٣٥
20.	٤,٤٣	٠,٥٠٤	٢,٤٥	1.071	٨,٤٦٣
21.	٤,٢٥	٠,٥٨٥	٢,٢٩	1.213	٧,٧١٨
22.	٤,٣٩	٠,٥٦٧	٢,٠٠	0.816	١٢,٧٣٨
23.	4.78	0.622	3.45	1.416	٦,٥٣٢

The Experiment:

The experiment started on November 19, 2025 and ended on January 29th, 2026. As mentioned previously, the experiment lasted precisely 10 weeks, and two days. The participants of the experimental group were taught grammar inductively, in which the lecturer provides the context that includes the intended grammatical point; facilitates small

group discussions where freshmen are left to discover the grammatical point on their own; they formulate rules they have discovered based on their observation and analysis; then, they apply the newly discovered grammatical point embedded in the example sentence(s). An example of a model daily lesson plan, grounded in the inductive approach for teaching 'The Present Perfect Tense', is presented below:

1. Warm Up: Students are engaged in a quick discussion about their recent experiences using questions like: "What have you done this week?"
2. Contextualization: The teacher presents a short story that includes several examples of the present perfect tense. The teacher reads aloud while students follow along, highlighting the target structure.
3. Noticing and Observation: The teacher distributes copies of the short story. In pairs, students identify the target structure within the context and underline the verbs and identify the forms (regular/irregular) .
4. Guided Discovery: The teacher asks guiding questions (e.g., "What do these verbs have in common?" or "When do we use this tense?"). Students work in pairs to infer the rule.
5. Practice and Application: Students are required to write a short paragraph about what they have done in the past week, using at least five examples of the present perfect tense .
6. Homework Assignment: Each student is required to write five sentences about personal experiences using the present perfect tense.

Final Administration of the Dependent Measure:

The final version of the scale reflected the essential features of a good research instrument: face validity, good reliability coefficient, excellent discrimination power of scale items, so the scale met the methodological criteria required for application.

The same attitude scale was administrated twice to the participants of the study, once before the experiment as a pretest on November 19, 2025, and then as posttest on January 29th, 2026, to compare first-year students' scores in the pretest with their scores in the posttest, in order to figure out whether the attitudes of the experimental group towards English grammar has changed due to the application of the inductive approach undertaken by their teacher. It is pertinent to remark that the responses of first-year EFL students on the attitude scale were transformed into numerical data using the pre-assigned value to each Likert-scale response option, and then recorded by the researcher himself.

Results and Analysis:

In this section, the results yielded by the attitude scale will be analyzed statistically, interpreted and then discussed in relation to the aims and the null hypotheses posed in Section One.

Testing the First Null Hypothesis:

H_{01} : "There is no statistically significant difference between the mean scores of the experimental group in the attitude scale from the pretest to the posttest ascribed to the utilization of the inductive approach to teaching grammar".

To test this null hypothesis, an attitude scale was constructed and administrated to the experimental group of the study in terms of pretest and posttest procedure in order to determine in a systematic way the attitudes of first-year EFL university students towards grammar and its learning. Consequently, the mean scores of the pretest and posttest of the attitude scale were compared to find out whether or not the difference is statistically significant. The t-test for paired samples was used. The results are illustrated in Table-4 below.

Table-4: The Mean, Standard Deviation, and "t" Values of the Experimental Group Respondents in the Attitude Scale

EG	No	\bar{X}	SD	The	"t" Value	$\alpha = 0.05$
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	.			Difference		Computed	Tabulated	Significant Difference
				\bar{X}	SD			
Pretest	42	76.595	19.725	7.452	21.680	2.228	2.020	Under 41 df
Posttest		84.047	11.314					

Table-4 signifies that the participants in the EG showed a slight, clear, and significant increase in their attitudes towards grammar and its learning (an increase in scores reflects positive attitudes). The results obtained show that the difference between the mean scores of the pretest and posttest of the experimental group at 0.05, the α -level of significance, under 41, the df , is statistically significant. This is because the computed t-value is 2.228, which is higher in value than the tabulated t-value, which is 2.020.

The first null hypothesis, therefore, is invalidated, and the alternative hypothesis is corroborated automatically, i.e., "There is statistically significant difference between the mean scores of the experimental group in the attitude scale from the pretest to the posttest ascribed to the utilization of the inductive approach to teaching grammar".

Testing the Second Null Hypothesis:

H₀₂: "There is no statistically significant difference between the mean scores of the pretest and posttest in terms of the gender variable (males and females)".

To gather data pertinent to this hypothesis, the pretest scores were subtracted from the posttest scores of both male and female respondents. Then, the mean scores of male respondents were compared to the mean scores of female respondents to see whether or not the difference is statistically significant. The t-test for two independent samples was used. Table-5 outlines the key results of the analysis.

Table-5: The Mean, Standard Deviation, and "t" Values of the Respondents' Scores in the Attitude Scale in terms of the Gender Variable

Gender	No.	\bar{X}	SD	"t" Value		$\alpha = 0.05$
				Computed	Tabulated	
Males	22	15.455	15.565	0.896	2.021	No Significant Difference
Females	20	19.950	16.969		Under 40 df	

As showcased in Table-5, the male and female respondents demonstrated nearly the same results in the attitude scale, albeit with some minor variations. The obtained results reveal that the difference between the two study groups at 0.05, the α -level of significance, under 40, the df , was statistically not significant, as the computed t-value is 0.896, which is lower in value than the tabulated t-value, which is 2.021.

So, the second null hypothesis is confirmed and accepted, i.e., "There is no statistically significant difference between the mean scores of the pretest and posttest in terms of the gender variable (males and females)".

Discussion of the Results:

The present study shows that first-year EFL university students who were studying English at the Department of Chemical and Petroleum Industries Techniques Engineering, Northern Technical University/Technical Engineering College of Mosul possess positive attitudes, and these attitudes increased after being taught via the inductive approach to teaching grammar. This approach enables first-year EFL students to discover the rules themselves, which helps them understand much more than they would otherwise; and they

will never forget the grammar rule. Also, it is more natural, requires first-year EFL students to think and induce, and more engaging, collaborating and entertaining one. The results of the current investigation are consistent with the works of Al Mekhlafi and Nagaratnam, 2013; Fahady and Mohammed, 2019; Ambariya, 2021; and Mustafa and Al Bajalani, 2024.

As for the gender variable, the overall results of the present work revealed that the gender variable investigated in the study did not have a significant influence upon first-year EFL university students' attitudes towards grammar learning, i.e., both male and female EFL students hold positive attitudes towards grammar learning as indicated in Table-5 in Section Three of the present study. This is also consistent with the work of Akay and Toraman, 2015.

Conclusions:

The study is experimental in nature, and employs a one-group pretest-posttest design to describe the changes in the first-year EFL university students' attitudes towards grammar learning after being exposed to the inductive approach to teaching English grammar. A five-point Likert-type attitudinal scale was designed and administered to the 42 first-year EFL university students to collect quantitative data. After statistical analysis, the results of the scale indicate discernable changes in the respondents. The current study proved that the inductive approach had led to more positive attitudes towards learning English grammar. Since the inductive approach differs significantly from the traditional deductive approach, first-year EFL university students experienced increase in their positive attitudes of grammar learning, from a boring, difficult and abstract subject to a learner-centered, discovery approach, and to a more engaging, collaborating and entertaining one. Furthermore, it seems reasonable to conclude:

1. It was found that the majority of first-year EFL university students do hold positive attitudes towards English grammar learning.
2. The inductive approach to teaching English grammar that involves tasks that promote grammar-noticing, practicing and applying was found to be effective in increasing first-year EFL university students' positive attitudes towards English grammar learning.
3. The results reflect the constructive and beneficial positive effect of the inductive approach upon grammar learning, which reflected on various aspects of the attitude scale including liking to studying English grammar; the importance of studying English grammar; its activities; its teaching hours, its homework assignments; etc.
4. Also, it was found that the gender variable did not have a potent influence upon first-year EFL university students' attitudes towards English grammar learning.
5. Finally, teaching English grammar in natural, meaningful, authentic context validated as more profitable, and led to increase EFL learners' positive attitudes and more success.

Recommendations and Suggestions:

Based on the results and conclusions of the study, the following recommendations and suggestions are proposed:

Recommendations:

1. The inductive approach can be applied to EFL learners of any age and at any level of instruction in order to improve their grammar competence, and cultivate their positive emotions.
2. English grammar involves abstract rules and somehow a complicated subject, and EFL learners are willing to study through interesting new methods to help them understand, perceive, and apply grammar rules in real practical life.
3. EFL teachers shouldn't overlook their learners' emotions towards the English language in general, and grammar in particular, to ensure better learning. As

emotions, like positive attitudes play a significant role in EFL learners' learning and achievement.

4. In nowadays pedagogical approaches and methods in which EFL learners receive all the information and knowledge from their teacher are no longer deemed appropriate. Therefore, these teacher-centered methods must be supplanted by those in which learners assume a more pivotal and active role in the learning process.

Suggestions:

1. Further studies are needed to measure EFL learners' attitudes in different academic levels.
2. Further studies should be carried out to investigate the relationship between EFL learners' attitudes towards English grammar and other psychological constructs, such as motivation, self-efficacy, and also academic achievement.
3. Further studies are needed to investigate teachers' perceptions of their students' attitudes towards English grammar, and to unveil the reasons for decreasing their negative attitudes towards it.

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The Appendix

مقياس الاتجاهات نحو تعلم القواعد النحوية في اللغة الانكليزية

قسم هندسة تقنيات الصناعات الكيماوية والبتروولية

الشعبة:

الجنس:

عزيزي الطالب/ة.....

يهدف هذا الاستبيان الى معرفة المواقف الدراسية التي يمر بها الطلبة في تعلم قواعد اللغة الانكليزية وهو مكون من (٢٣) فقرة. نرغب في معرفة رأيك في كل فقرة بصراحة تامة.

يرجى منك قراءة الفقرة جيداً، ووضع علامة (√) امام كل فقرة في المربع الذي ترى انه يناسبك وعلى النحو

الآتي:

- إذا كنت توافق بشدة على مضمون الفقرة، فضع علامة (√) في مربع أوافق بشدة.
- إذا كنت توافق على مضمون الفقرة، فضع علامة (√) في مربع أوافق.
- إذا كنت لا تستطيع تحديد رأيك في الفقرة أو كنت متردداً في اجابتك، فضع علامة (√) في مربع غير متأكد.
- إذا كنت ترفض ماجاء في الفقرة، فضع علامة (√) في مربع لا أوافق.
- إذا كنت ترفض بشدة ماجاء في الفقرة، فضع علامة (√) في مربع لا أوافق بشدة.

مثال توضيحي:

الفقرة	أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة
أحب مادة اللغة الإنكليزية.	✓				
أحب مادة اللغة الإنكليزية.		✓			
أحب مادة اللغة			✓		

					الإنكليزية.
		✓			أحب مادة اللغة الإنكليزية.
		✓			أحب مادة اللغة الإنكليزية.

هذا الاختيار يعني أنك توافق بشدة على مضمون الفقرة



هذا الاختيار يعني أنك توافق على مضمون الفقرة



هذا الاختيار يعني ان رأيك غير محدد/ لا تستطيع الحكم على الفقرة



هذا الاختيار يعني أنك ترفض ما جاء في الفقرة



هذا الاختيار يعني انك ترفض بشدة ما جاء في الفقرة

مع العلم انه لا توجد اجابة صحيحة وأخرى خاطئة، وإنما رأيك

والآن يرجى الاجابة عن جميع الفقرات، وعدم ترك أية فقرة من دون اجابة، ووضع علامة واحدة فقط أمام كل فقرة.

تذكر ان رأيك الشخصي هو المطلوب.

فقرات الاستبيان

ت	الفقرات	أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة
١.	أحب دراسة قواعد اللغة الإنكليزية.					
٢.	إذا كان لا بد من تعلم لغة ما، فأرى أيضاً ضرورة تعلم قواعدها.					
٣.	ان دراسة قواعد اللغة الإنكليزية تضعف حماسي نحو تعلم اللغة.					
٤.	يتحقق النجاح في اللغة الإنكليزية بإلغاء قواعد اللغة.					
٥.	أتمنى تقليل عدد الساعات التي اقضيها في دراسة قواعد اللغة الإنكليزية.					
٦.	بما ان جميع لغات العالم تتكون من قواعد نحوية، أرى من الضروري تعلم تلك القواعد.					
٧.	اشعر بالضيق كلما اسمع عبارة قواعد اللغة الإنكليزية.					
٨.	أؤيد ان يكون تدريس قواعد اللغة الإنكليزية إلزامياً لجميع الطلبة.					
٩.	تسبب لي القواعد النحوية تحيراً ضد تعلم اللغة الإنكليزية عامة.					
١٠.	أوافق على حذف قواعد اللغة الإنكليزية من المنهج الدراسي لأنها لا تساعدني على التحدث باللغة الإنكليزية.					

					أفضل بيئة تعليمية خالية من قواعد اللغة الإنكليزية.	١١
					أرى ان فهم بنية اللغة الإنكليزية وقواعدها متعة حقيقية.	١٢
					يعتمد استخدام اللغة بشكل كاملٍ واحترافيٍّ على دراسة قواعد اللغة الإنكليزية بشكل فعال.	١٣
					اندم على الوقت الذي اقضيه في دراسة قواعد اللغة الإنكليزية.	١٤
					ارغب باستبدال درس قواعد اللغة الإنكليزية بأنشطة أكثر فاعلية.	١٥
					يصبح تدريس اللغة الإنكليزية لا يُطاق بسبب دراسة القواعد.	١٦
					تتحسن لغتي بسرعة إذا درست ومارست قواعد اللغة الإنكليزية بشكل متكرر.	١٧
					اخاف من الرسوب في مادة اللغة الإنكليزية بسبب القواعد.	١٨
					اشعر بالسعادة في درس قواعد اللغة الإنكليزية.	١٩
					اود حضور دروس اضافية في قواعد اللغة الإنكليزية.	٢٠
					أحرص على حل واجبات قواعد اللغة الإنكليزية باستمرار.	٢١
					أكره المشاركة في الأنشطة الدراسية المتعلقة بقواعد اللغة الإنكليزية.	٢٢
					أحب ان استمر في دراسة قواعد اللغة الإنكليزية مستقبلاً.	١

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