



زانكۆی سه لاهه دین - ههولیر  
Salahaddin University-Erbil

# The Importance Of English Teaching Curriculum

Research Project

Submitted to the department of ( English) in partial fulfillment of the requirements for the degree of B.A in ( Salahaddin University)

*By:*

*Eman Muhammad Othman*

*Esra Ali Othman*

*Supervised by:*

*Asmaa Khoshmer Azeez*

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## **Certification**

We certify that this study was prepared by students ( Iman Muhammad Othman & Isra Ali Othman) under our supervision at College of Education/ Salahaddin University- Erbil in partial fulfillment of the requirement for the degree of Bachelor in the English Language.

### **Signature:**

Assistant lecturer:

Asmaa khoshmer Azeez

## **Acknowledgement**

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Additionally, we would like to express our sincere gratitude to our entire family for their unwavering support and patience as we conducted our research and wrote our research project.

Immeasurable appreciation and deepest gratitude for the help and support are extended to the people who in one way or another have helped in making this study possible.

We are also very appreciative to all of the respondents who assisted us in the data collection process by completing the questionnaires. Their assistance was crucial to the success of our study.

## **Abstract**

This research, which is entitled "The Importance of English Teaching Curriculum," The English curriculum places a strong emphasis on using the English language as a medium of instruction and as a roadmap for teaching content areas in order to improve the teaching of the English language and better prepare students to advance their knowledge through the English language.

Learning a new language presents challenges and difficulties. in every area of the language. Each has its own challenges, whether it be phonology, vocabulary, or grammar. English grammar is also one of the most crucial. The issue is that although students are aware of grammar rules, they are unable to apply them when speaking and writing. Even though some of us students studied English grammar from elementary school through college, some of us still have trouble using it correctly. Therefore, This study's goal is to improve grammar instruction. Students should practice using the grammar rules by conversing with friends and in two-person conversations. This research combines qualitative and quantitative methods. The study's instrument is a questionnaire. The students in this study responded to a questionnaire that contained 10 statements about English grammar by checking the boxes that best reflected their opinions and personal experiences. The findings reveal that teachers frequently concentrate on English grammar. The students don't use grammar rules, and they think that the grammar curriculum is tedious and repetitive.

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## **Chapter One: Introduction**

### **1.1 The Title of the Study:**

English curriculum refers to the use of the English language as a medium of instruction and guide to teach content subjects to improve the teaching of the English language as well as to prepare students to expand their knowledge through the English language.(E.Sadatono ,2012:1)

The major components of English curriculum are objectives, students, teachers, medium of instruction, materials, class size, methods.English curriculum helps students to use English effectively and accuracy.

### **1.2 The Problem of the Study:**

The problem that student's know the rules of grammar but they do not know how to make use of its during speaking and writing. (Al-Mekhlafi & Nagaratnam,2011: p71).

### **1.3 The Aim of the Study:**

The aim of this research focuses on grammar rules curriculum. Students should use the rules of grammar by practicing , chatting with friends , conversation between two friends.

### **1.4 The Scope of the Study:**

The scope of the study is limited to English teaching curriculum at the Salahaddin university - College of education - English department - Second stage - Grammar curriculum.

## **1.5 The Procedure of the Study:**

This study is qualitative & quantitative research. Questionnaire is used as a tool for this study. There are ten questions within this questionnaire for conducting this research. And fifteen students in second stage - college of education – Salahaddin university- English department will be used as a participant. Their ages are around (19-21).

## **1.6 The Significance of the Study:**

This research is significant for the following sorts of people, so it is important:

1-It is useful for students who become stage four or who are new in this area.

2-For teachers who want to get or increase their experience in this area.

## **Chapter Two**

### **Theoretical background**

#### **2.1 English language**

English is the most desired language in the world nowadays. It is the number one most spoken language in the world with over 1.132 billion speakers worldwide. It is considered an international language and it is studied in everywhere, in schools , high schools and special courses for teaching language, it is part of the education curriculum now in the majority of countries.English is currently the language of the internet. An estimated of 565 million people use the internet every day and about 52% of the world's most visited websites are displayed in English. Therefore, learning this language gives access to over half the content of the internet, which might not be available otherwise. Whether it is for fun or for work, if you understand English, you will be able to exchange information with more people online and use many more materials.

#### **2.2 Teaching**

Teaching is defined as working with students to help them understand and apply knowledge, concepts, and processes. It consists of design, content selection, delivery, evaluation, and reflection.

To teach is to involve students in their learning; thus, teaching entails involving students in the active construction of knowledge. A teacher must be knowledgeable not only about the subject matter, but also about how students learn and how to transform them into active learners. So, good teaching necessitates a commitment to a systematic understanding of learning. The goal of teaching is to transform students from passive recipients of other people's



knowledge to active constructors of their own and other people's knowledge. Of course, the teacher cannot transform without the student's active participation.

### **2.3 Curriculum**

The term curriculum refers to the academic content and lessons taught in a school or in a specific course or program. Curriculum is frequently defined in dictionaries as the courses offered by a school, but it is rarely used in such a broad sense in schools. Curriculum typically refers to the knowledge and skills that students are expected to learn, which includes the learning standards or learning objectives that they are expected to meet; the units and lessons that teachers teach; the assignments and projects that students are given; the books, materials, and videos, presentations, readings used in a course; and the tests and assessments and other methods used to evaluate student.

### **2.4 English teaching curriculum**

A standards-based sequence of planned experiences known as a curriculum allows students to practice and master both academic content and practical learning skills. In order to ensure that every student has access to challenging academic experiences, the curriculum serves as the primary guide for all educators regarding what is essential for teaching and learning.

Teachers plan and direct the learning process and motivate students to practice their language skills.

## **Literature review**

Ludovikus Ludovikus & Yuyun Yulia have written “The Implementation Of The 2013 Curriculum In English Language Teaching”. It has been published in 2021 in Indonesia. This study is aimed at (1) describing how the 2013 Curriculum was implemented in the English language teaching process. The problem of the study is investigating weaknesses of learning English. The study was conducted at an English language school, with participants primarily in the seventh grade. The teaching-learning process and the students' difficulties learning English were the study's case. Questionnaires about the difficulties faced by seventh-grade students were recorded and used as the data. The research's data were gathered. Findings from the data analysis indicate that the teacher did not use the scientific method (questioning and observation).

Syenja Aradhanawaty & Alauddin Madjid have written “The Teaching Of English Oral Communication In The Application Of Curriculum 2013”. This is another research. It has been published in 2016.. The objectives of this study was to (1) comprehend teachers' and students' perceptions. The problem of this study is about the interactions of learning English. Three English teachers and about 120 students were the carefully chosen subjects. In-depth interviews and classroom observations were used to collect the data, which was then analyzed using the interactive model of qualitative data analysis. The results of the study demonstrate that teachers and students alike have positive perceptions of the improvement of oral communication that comes from using a scientific approach to teaching English. The interaction supports the students' improvement in speaking ability.

:

Arif Bulan & Maman Suryaman & Mardiah Mardiah have written “The Process Of English Language Teaching in 2013 Curriculum”. This is another research. It has been published in 2020 . The replacement and adoption of the 2013 curriculum in Indonesia served as the impetus for this study. The aim of this study was to learn more about the English language teaching process . teacher's constraints on English language teaching process.Six teachers from six state high schools served as the study's sample population. In order to collect data, interviews and observation were used. The method of data analysis employed qualitative descriptive methods. The study's findings showed that the method of teaching English using the 2013 curriculum as the foundation for the English teaching process.

## **Chapter Three**

### **Methodology**

#### **4.1 Questionnaire**

In order to gather information, a questionnaire was used to obtain opinions on English grammar from students at Salahaddin University's college of education.

#### **4.2 Participants**

Participants were second- and third-year Salahaddin University education students in the English department. There were 15 participants in all. They all went to similar high schools and majored in related fields in college.

#### **4.3 Procedures**

This study employed a questionnaire with 10 statements about English grammar, to which the students responded by agreeing or disagreeing with the statements in accordance with their opinions and personal experiences. The students were selected at random, and they received detailed instructions on how to complete the survey. The students are from Salahaddin University's English department in the college of education.

## Chapter Four Results & Discussion

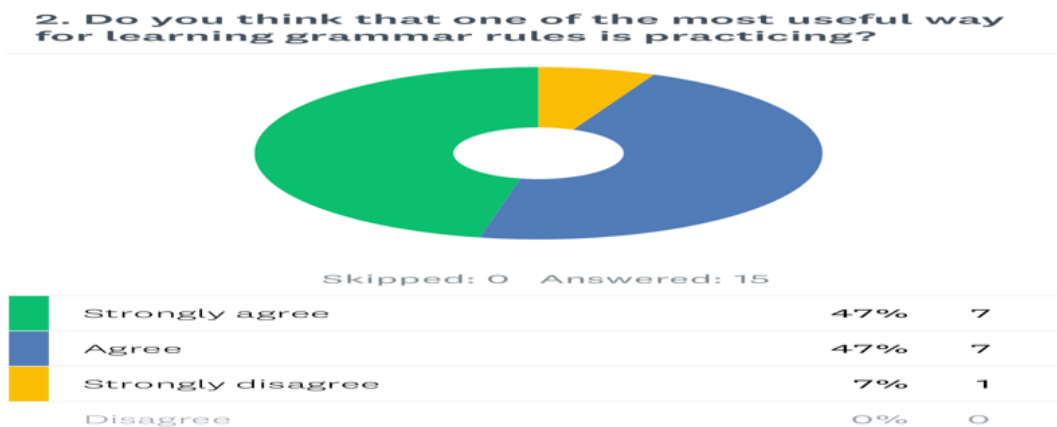
### Data analysis & Data discussion

The following analysis was done on the student survey data:



**Chart (1)**

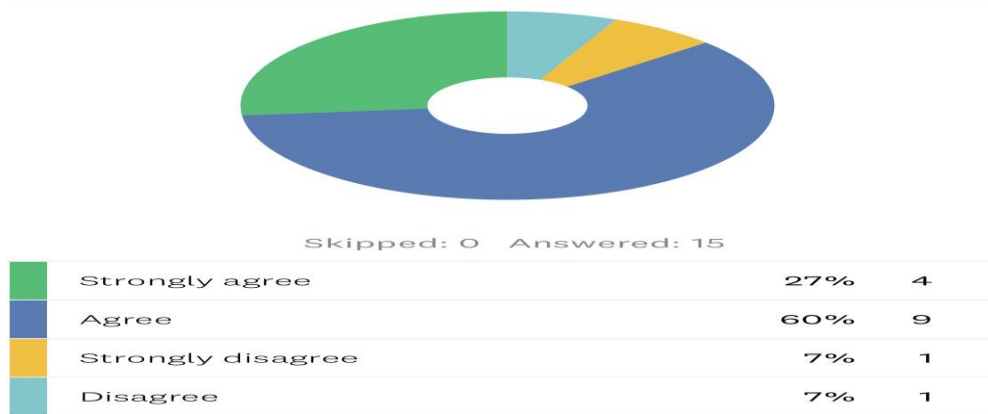
Chart (1) shows that 6(40%) strongly agreed with the statement above , and 8 (53%) agreed with the statement , and 0 (0%)strongly disagreed, and 1 (7%) disagreed.



**Chart (2)**

Chart(2) shows that 7 (47%) strongly agreed with the statement above , and 7 (47%) agreed with the statement , and 1 (7%)strongly disagreed, and 0 (0%) disagreed. .

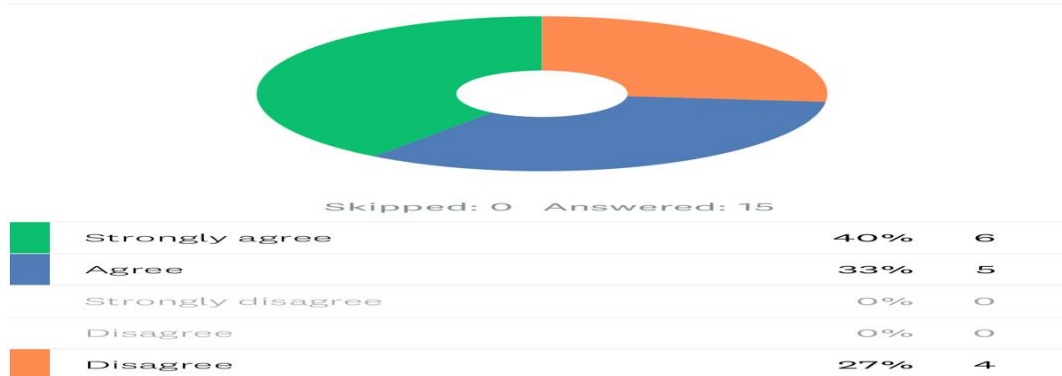
**3. Do you think that students lack of using grammar rules?**



**Chart (3)**

Chart(3) shows that 4 (%27) strongly agreed with the statement above , and 9 (%60) agreed with the statement , and 1 (%7)strongly disagreed, and 1 (%7) disagreed. .

**4. Does the teacher use the curriculum effectively ?**



**Chart (4)**

Char(4) shows that 6 (%40) strongly agreed with thej statement above , and 5 (%33) agreed with the statement , and 0 (%0) strongly disagreed, and 4 (%27) disagreed.

**5. Do you use the rules that you have in your curriculum in daily conversation?**



Skipped: 0 Answered: 15

Strongly agree	27%	4
Agree	33%	5
Strongly disagree	7%	1
Disagree	33%	5

**Char(5)**

Chart (5) shows that 4 (%27) strongly agreed with the statement above , and 5 (%33) agreed with the statement , and 1 (%7) strongly disagreed, and 5 (%33) disagreed.

**6. Do you think that grammar rules help students to speak English correctly?**



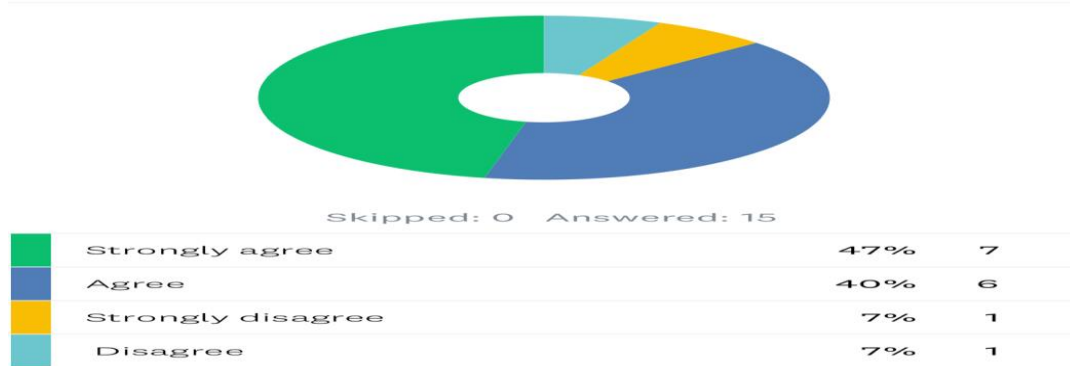
Skipped: 0 Answered: 15

Strongly agree	47%	7
Agree	53%	8
Strongly disagree	0%	0
Disagree	0%	0

**Chart (6)**

Chart (6) shows that 7 (%47) strongly agreed with the statement above , and 8 (%53) agreed with the statement , and 0 (%0) strongly disagreed, and 0 (%0) disagreed.

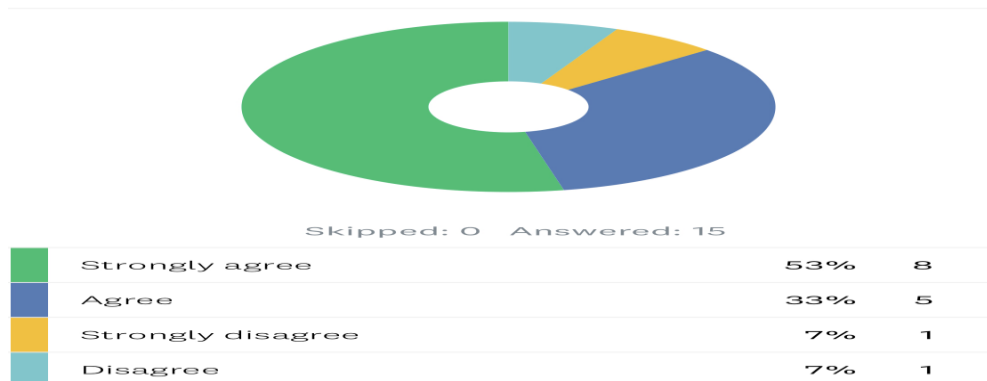
7. Do you think that grammar is important for learning language?



**Chart(7)**

Chart (7) shows that 7 (%47) strongly agreed with the statement above , and 6 (%40) agreed with the statement , and 1 (%7) strongly disagreed, and 1 (%7) disagreed.

8. Do you agree that students learn grammar rules by practicing and chatting and discussing?



**Chart (8)**

Chart (8) shows that 8 (%53) strongly agreed with the statement above , and 5 (%33) agreed with the statement , and 1 (%7) strongly disagreed, and 1 (%7) disagreed.



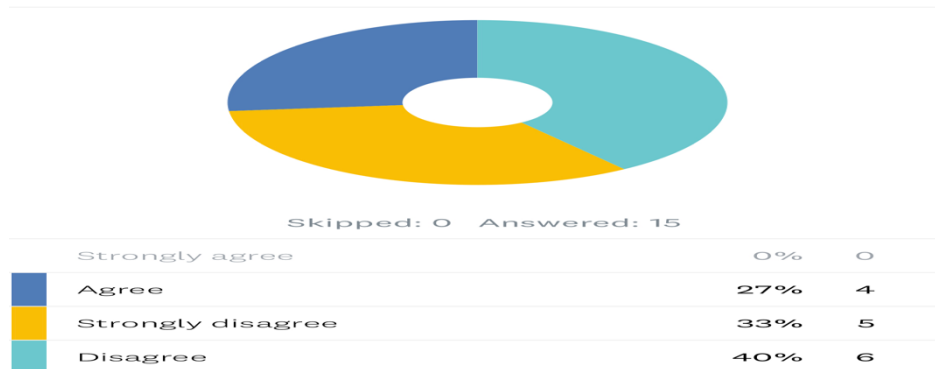
**9. Does the teacher focus on grammar rules in teaching?**



**Chart (9)**

Chart (9) shows that 8 (%53) strongly agreed with the statement above , and 7 (%47) agreed with the statement , and 0 (%0) strongly disagreed, and 0 (%0) disagreed.

**10. Do yo think that english grammar is difficult and complicated to learn?**



**Chart (10)**

Chart (10) shows that 0 (%0) strongly agreed with the statement above , and 4 (%27) agreed with the statement , and 5 (%33) strongly disagreed, and 6 (%40) disagreed.

## **Chapter Five**

### **Conclusion**

This study is concluded to demonstrate the difficulties students encounter when learning English grammar. Students' apparent hatred of English grammar is one cause of the issue; as a result, they try to study it at home and also use it with their peers. Although they appear to be effective teachers, the teachers appear to spend too much time and attention on grammar, ignoring other areas and skills necessary to learn English. Students must practice and use proper English grammar in real-world situations in addition to focusing on the rules in order to learn them.

Our recommendation for the students is to try to use the grammar they learn almost immediately, practice at home and in the classroom, pay extra attention to the teacher while he or she is explaining the grammar rules. Our recommendation for the teachers would be that they need to try new and different methods that they tried with students; if an old method does not work, a new one should be adapted. Also, balance the focus between grammar rules and the other skills necessary to learn English grammar well.

Our advice to the students is to try to use the grammar they learn as soon as possible, practice both at home and in class, and pay close attention to the teacher as they explain the grammar rules. Our advice to the teachers is to experiment with new and different methods with the students; if an old approach is ineffective, a new one should be adapted. Additionally, strike a balance between the emphasis on grammar rules and the other abilities required to master English grammar.



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# Appendix (online survey questionnaire)

## The Importance Of English Teaching Curriculum

**1. Do you think that grammar curriculum is the basic curriculum?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**2. Do you think that one of the most useful way for learning grammar rules is practicing?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**3. Do you think that students lack of using grammar rules?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**4. Does the teacher use the curriculum effectively ?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**5. Do you use the rules that you have in your curriculum in daily conversation?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**6. Do you think that grammar rules help students to speak English correctly?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**7. Do you think that grammar is important for learning language?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**8. Do you agree that students learn grammar rules by practicing and chatting and discussing?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**9. Does the teacher focus on grammar rules in teaching?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

**10. Do you think that english grammar is difficult and complicated to learn?**

- Strongly agree
- Agree
- Strongly disagree
- Disagree

## Abstract in Kurdish Languages

ئەم توێژینەو مێه که به ناو نیشانی "گرنگی پرۆگرامی فیرکردنی ئینگلیزی" ناسراوه، به نامەمی خویندنی ئینگلیزی جهختیکی بههیز دهخاته سه بهکار هینانی زمانی ئینگلیزی وهک ناوهندیکی فیرکردن و وهک نهخشهر یگایهک بو فیرکردنی بواری هکانی ناوهروک بو باشترکردنی فیرکردنی زمانی ئینگلیزی و نامادهکردنی باشتری قوتابیان بو بههرو پشبردنی زانیاریهکانیان له ریگهی زمانی ئینگلیزییهوه.

فیربوونی زمانیکی نوێ کیشه و گرفت دروست دهکات. له هه موو بواری هکانی زماندا ههیهکه کیشهی تایهتی خوی ههیه، جا فۆنۆلۆجی بیت، وشه، یان ریزمان. ههروهها ریزمانی ئینگلیزی بهکیکه له گرنگترین هکان. ههچهنده خویندکار هکان ناگاداری یاساکانی ریزمان، بهلام ناتوانن جیهجیان بکهن له کاتی قسهکردن و نووسیندا. ههچهنده ههندیک له ئیمه خویندکار هکان ریزمانی ئینگلیزیمان له قوتابخانهی سههتاییهوه تا کۆلیژ خویندوه، بهلام ههندیک له ئیمه هیشتا کیشهمان ههیه له بهکار هینانی به دروستی. بویه ئامانجی ئەم لیکۆلینهوهیه باشترکردنی فیرکاریه. پێویسته خویندکار هکان راهینان بکهن به بهکار هینانی یاساکانی ریزمان به گفتوگۆکردن لهگهڵ هاوریکانیان و له گفتوگۆی دوو کهسیدا. ئەم توێژینەو مێه شیوازی جورایهتی و چهندایهتی تیکهڵ دهکات. ئە و لیکۆلینه وه یه ی له سه ره و پرسه یه . خویندکارانی ئەم لیکۆلینهوهیه وهلامی پرسیار یکیان دایهوه که ۱۰ لیدوانی تیدابوو دهربارهی ریزمانی ئینگلیزی به پشکنینی ئەم سندوقانهی که به باشترین شیوه رهنگدانهوهی بوچوون و ئەزموونی کهسیانه. لیکۆلینهوهکان ئەوه ئاشکرا دهکهن که ماموستایان زور جار تیشک دهخهنه سهه ریزمانی ئینگلیزی. خویندکار هکان یاساکانی ریزمان بهکار ناهینیت و پێیان وایه که پرۆگرامی ریزمانی بێزار کهر و دووبارهیه.