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Difficulties of Teaching and Learning English Grammar

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Table of Contents

Dedication:

To our families, whose unwavering support and encouragement have been our guiding light throughout this journey.

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Section One

Introduction

The English language has gained immense significance in our ever-linked global society. The significance of its role in the development of the educational system cannot be overemphasised. Hence, the acquisition of grammatical rules by learners enhances their proficiency and capacity to speak with more fluency, while also facilitating the effective expression of ideas and perspectives. (Iqbal et al., 2017). This study seeks to examine the challenges associated with acquiring and learning English grammar, and it strives to provide solutions to overcome these challenges.

Grammar facilitates students' comprehension of the interconnections between phrases within paragraphs, sections, and texts. To enhance the effectiveness of written communication, students may use grammatical concepts to facilitate the organisation of their ideas into cohesive sentences. The study of grammar provides students with a means to integrate lexical components into sentences, enabling them to construct meaningful and expressive statements or expressions throughout the process of vocabulary acquisition (Yusob, 2018).

Townsend (2012) asserts that learners face numerous challenges when attempting to apply specific language skills or linguistic features, such as grammar and vocabulary, while acquiring English in diverse settings. Teaching English grammar in non-native countries poses difficulties due to several factors, including the emphasis placed on students acquiring English grammar inputs within the classroom and the lack of motivation (Chowdhury, 2014). Therefore, the current study is organised into four main sections: an introductory part that offers definitions for important words and outlines the aims of the research. The following part provides an overview of the theoretical foundations and examines many themes, including the difficulties encountered in the instruction and acquisition of grammar. The final portion presents the research's firsthand encounters and contemplations about these challenges. Ultimately, the study is concluded in the fourth segment.

Section Two

literature review

2.1 The Importance of Grammar

Grammar is of enormous importance, and the fundamental foundation of body of language (Saengboon and Panyaatisin, 2022). On the other hand Larsen-Freeman (2011) claim that grammar is characterized by accuracy and veracity, that is considered as a massive reservoir that can be instrumentalized for creating meaning. It enables us to produce various forms and shapes of expressions.

According to Rossiter (year), language can be regarded as a tool for establishing and transmitting communication. It is important to note that children possess a natural ability to master their native language and become acquainted with various essential expressions, often without formal instruction. This fundamentally involves an inherent and innate learning of grammar, which allows individuals to use it without requiring a deep understanding of its complex rules. Hence, children possess the ability to effectively and proficiently engage in grammatically coherent and accurate communication. However, when it comes to other modes of communication, such as written expression, it becomes imperative to acquire additional knowledge and skills, particularly in terms of comprehending the fundamental relationship between grammar and syntax. Grammar has a crucial role in enhancing written expression, improving comprehension skills, and facilitating cognitive organization and structure.

Afroogh (2019) presents a thesis regarding the association between logical and rational reasoning skills and proficiency in grammar rules. The author asserts that acquiring knowledge of grammar rules is an essential prerequisite and a critical element in effectively and comprehensibly expressing thoughts and ideas. Hence, the failure to use appropriate language has the potential of engendering errors and fostering misinterpretation. It is important to consider the additional benefits of using grammar, as its use may enhance and facilitate seamless communication, while also reducing uncertainty and complexity in articulating one's thoughts.

2.2 Difficulties in teaching English Grammar

Obviously teaching grammar is not a smooth-running process, it intrinsically involved difficulties, as an illustration teaching a specific grammar rule might be an effortless business in one context, while it could be enormously uneasy effort in a different setting. For example, the passive voice in English is easier to learn but difficult to use. As a result, in some communication settings may be difficult for foreign language learners to use necessary and required grammatical structures.

Consequently, a sufficiently serious attention should be dedicated to an enormously important issues in this regard, which is how the gaining profound familiarity with difficulties inherent in grammar teaching process encountered by both teachers and students, will eventually reduce student problems and enhance learning. So, since teachers are the ones who arrange classroom activities, they are in an immensely advantageous position to discern and take into consideration the difficulties stemming from teaching and learning process.

Ellis (2009) shed light on types of difficulties which are part and parcel of, or inevitable within grammatical learning processes, one of them related to how the students can obtain a clear perception of grammar rules, appropriately applying and observing these rules during   conversations.

 Aman (2020) acknowledges the significance of learning and teaching grammar rules, however, there are many related problems that have to be discerned and determined. These problems manifest in a variety of ways, one of them can be singled out in this regard, which is connected to explicit explaining of grammar rules in the classroom, which might be time-consuming, and what has to be taken into consideration in this respect, is to figure out the most efficient and effective approaches by teachers to help students to practically apply the grammar knowledge they have obtained after receiving relevant and extensive instruction.

Therefore, teachers, in Souisa and Yanuarius (2020) perspective, have to deal with a whole range of issues related to the students' mindsets and attitudes, as well as to the learning styles of grammar teaching. In addition, sometimes teachers struggle to overcome obstacles related to teachings and techniques of English teaching.

2.3 Difficulties in Learning grammar

Teaching and studying English grammar is often accompanied with difficulties that educators and students must overcome. It is vital to comprehend the particular challenges faced within this field in order to create efficacious pedagogical approaches and facilitate the advancement of learners.

According to Alhaysony and Alhaisoni (2017), students often choose an ill-advised strategy, mostly because of their limited exposure. Their focus is mostly on enhancing vocabulary and broadening it, disregarding the significance of acquiring grammar knowledge.

According to Wahyuningtyas and Bram (2018), it is essential for students to have the requisite skills and abilities to distinguish and distinguish between distinct tenses, including formulas for Present Perfect Continuous Tense. Nevertheless, the problem stems from the fact that pupils are encountering challenges in this domain. The resolution of this basic issue may be achieved by the establishment of conducive circumstances and the provision of an engaging and enjoyable educational setting by educators. Nevertheless, educators themselves have challenges when it comes to addressing these concerns.

Tuomas (2015) found that a considerable number of students suffer from anxiety and stop studying and speaking in English because they are afraid of failing and the possibility of making mistakes. Leong and Ahmadi presented empirical findings that substantiate the claim that students have challenges in effectively articulating their thoughts and ideas as a result of their limited capacity to choose suitable terminology and phrases.

Phipps (2009) states that there is a lack of agreement between instructors and students, leading to differing viewpoints on the most efficient teaching methods for grammar. For example, students assert and highlight the need of using thorough and accurate methods for acquiring grammar, but teachers stress other tactics, such as the use of communicative techniques.

Chodija (2022) asserts that instructors and students encounter a multitude of problems and barriers. The techniques encompassed in this category consist of implicit grammar, the use of precise grammatical vocabulary, the precise application of grammar rules in both oral and written communication, the rectification of grammar errors made by students in spoken communicative contexts, the utilization of authentic text, and the resolution of obstacles related to communicative

activities.

Tounsir (2015) emphasizes the significance of distinguishing between two separate matters. One primary concern is with the pedagogical approaches and methodologies used in the instruction of grammar, a formidable obstacle encountered by several educators. The second worry is to the proper use of tenses, auxiliaries, and modal verbs, a matter that is often raised among educators. Furthermore, the instruction of irregular verbs poses an additional array of challenges. It is crucial to acknowledge that lecturers sometimes feel obligated to use their mother tongue as a valuable instrument to elucidate and explicate topics to pupils. Nevertheless, this method might result in perplexity, as students could feel obligated to juxtapose the grammatical principles of English with their mother tongue. Furthermore, an additional concern occurs due to the teachers' incapacity to provide a sufficient and essential duration for the clarification of grammar, leading to an adverse effect on the students' acquisition and understanding of grammar principles. At times, students may not regularly engage in studying their lessons, which may sometimes result in challenges and issues for their teachers, requiring the need for class repetition.

2.4 Suggested methods to overcome the difficulties in teaching and learning English grammar

Afraa (2021), suggests some entertaining and engaging teaching techniques that enable and empower students to acquire and accumulate enhanced familiarity with grammar rules, which is game strategy that increases learners' interest and makes learning environment more attractive and enjoyable, this approach could be hugely helpful and useful, as it might lead to ignite and instill eagerness and enthusiasm among students.

According to Samieva (2020), students can learn how sentences function as a whole and how various sentence forms relate to one another by using texts as a teaching tool. According to Suryanto and Sari (2021), reading books can be a convenient approach for learning grammar. In solving the difficulty in learning grammar, reading can be one of the strategies used by English learners. Reading English journals or articles can be included in extensive reading because it allows students to read and read (Lee et al., 2015).

Natasya (2019) states that the strategies or the solutions to the difficulties in learning grammar are asking other friends, asking a lecturer, reading other journals, and finding grammar resources on the

internet. Reading journals, asking friends, and asking lecturers can help solve the difficulty in learning grammar.

Using social media can also help learners get a positive influence on their oral performance, grammar, and vocabulary as a medium to learn English. In social media, there are many things that learners can acquire especially in learning the English language (Suryanto & Sari, 2021). In learning grammar, learners can use google as a medium to learn grammar. Through Google, students can find grammar materials instantly without wasting a lot of time. Practicing can be an effective way of learning grammar because by doing exercises, they can train their knowledge, especially about grammar since the students have supporting materials like guide books in mastering grammar.

Section Three

Reflection and Experience

As an individual who has just completed their studies in the English Language Department and aspires to become an English teacher, I have found the process of comprehending the intricacies involved in the instruction and acquisition of English grammar to be both fascinating and demanding. Upon contemplation of my scholarly trajectory and hands-on encounters, I have developed an awareness of the intricate and multidimensional aspects inherent in the pedagogy of grammar training, as well as the many challenges faced by both instructors and students.

During the course of my academic journey, I have been exposed to a wide range of theoretical frameworks and pedagogical techniques that have been developed with the objective of improving grammar education. Each style, ranging from conventional methods that prioritise rote memorization to communicative ones that emphasise practical application, provides distinct perspectives on the complexities of grammar learning. Nevertheless, it became apparent that using a uniform methodology is insufficient in addressing the varied requirements and cognitive preferences of pupils.

Furthermore, my hands-on experiences gained via teaching placements and internships have offered vital perspectives on the practical obstacles encountered by educators in the real world. The successful education of grammar has become more important due to the need to navigate classroom dynamics, handle individual learning differences, and provide a conducive learning environment. Furthermore, the presence of restricted resources, time limitations, and fluctuating levels of student enthusiasm highlights the need for inventive and flexible pedagogical approaches.

As a prospective English educator, my past encounters have influenced my methodology in instructing grammar, prioritising adaptability, ingenuity, and learner-focused instruction. I want to actively include students in the learning process by using engaging activities, realistic materials, and technology-enhanced resources, while also addressing their unique needs and preferences. One example of excellent strategies for enhancing student engagement and understanding is the use of online grammar games, multimedia presentations, and collaborative projects.

Moreover, upon introspection of my own experience as a language learner, I acknowledge the significance of establishing a nurturing and all-encompassing educational setting whereby students are

encouraged to engage in exploration, experimentation, and the acceptance of errors. Promoting a development mentality, acknowledging advancements, and offering constructive comments are fundamental components in fostering a favourable educational encounter. Furthermore, the use of a communicative approach to grammar training, which involves the encouragement of students to apply grammatical principles in real-life situations, has been shown to improve language fluency and boost self-assurance.

To summarise, my contemplation of previous experiences and expectation of future pursuits as an English educator emphasise the fluid and progressive character of instructing and acquiring English grammar. I am dedicated to embracing problems as chances for personal development. I am devoted to using creative ideas, promoting a learner-centered approach, and consistently improving my teaching methods to empower students in their language learning process. Based on careful introspection and personal encounters, I am prepared to begin this gratifying and gratifying vocation with eagerness and commitment.

Section Four

Conclusions

In summary, this study highlights the fluid and progressive characteristics of English grammar instruction and acquisition, as shown by the firsthand accounts and contemplations of a recent graduate from the English Language Department and a prospective English educator. This research emphasises the significance of implementing novel approaches, fostering student involvement, and establishing a nurturing educational setting in order to adequately tackle the inherent difficulties associated with grammar training. Through adopting a learner-centered approach and cultivating a development mindset, educators may enable students to confidently and proficiently negotiate the intricacies of English language. By engaging in introspection and gaining practical knowledge, the pursuit of proficient grammar teaching emerges as a gratifying and enriching undertaking, positioned to have a constructive influence on the language growth of students throughout their educational trajectory.

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