

Ім'я користувача:  
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ID перевірки:  
1007809940

Дата перевірки:  
10.05.2021 17:42:51 EEST

Тип перевірки:  
Doc vs Internet

Дата звіту:  
12.05.2021 00:15:47 EEST

ID користувача:  
100006701

Назва документа: Ваш Ніколетта Степанівна

Кількість сторінок: 47 Кількість слів: 13667 Кількість символів: 95258 Розмір файлу: 1.14 MB ID файлу: 1007906768

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Замінені символи

14

**Закарпатський угорський інститут ім. Ференца Ракоці II**  
**Кафедра філології**

Реєстраційний № \_\_\_\_\_

**Кваліфікаційна робота**  
**ТРУДНОЩІ У ВИКЛАДАННІ І НАВЧАННІ ГРАМАТИКИ АНГЛІЙСЬКОЇ**  
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Протокол № 7 /27 жовтня 2020 року

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Протокол № \_\_\_\_\_ / 2021

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**DIFFICULTIES OF TEACHING AND LEARNING ENGLISH GRAMMAR  
Bachelor's Thesis**

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## INTRODUCTION

In the globalised world English is the most commonly spoken language and a lingua franca. Computing, diplomacy, medicine, tourism and science all use it. It is for this reason that it is referred to as a global language. Every day, the number of users and speakers grows. However, learning the language will present a number of difficulties and obstacles, the majority of which are related to grammar acquisition.

The analysis of grammar has received a lot of interest. Grammar teaching has been a focal point and a major issue in the English language. Grammar instruction has been and continues to be a controversial subject in linguistics and foreign language instruction, despite widespread consensus that grammatical form is useful and essential at times. Despite this, certain areas of grammar instruction need further investigation.

The challenges of teaching and studying English grammar as a foreign language have produced a significant number of academic literature. The field's most significant contribution was rendered by Batstone (1994), Borg (1999, 2003), Brown (1994), Crystal (1985), Ur (1996) and many others. However, little empirical research has been carried out concerning grammar teaching and learning in the Transcarpathian region.

The aim of the present thesis is to describe the areas of difficulties that students and teachers encounter when studying and teaching English grammar, as well as to suggest strategies for coping with certain perceived areas of difficulty.

The object of the given thesis is teaching grammar of a foreign language.

The subject of this study is difficulties associated with teaching grammar of English as a foreign language.

The following tasks can be outlined:

- provide methodological background pertaining to the teaching and learning of grammar;
- discuss the importance of grammar in language learning;
- explain why teachers' values and behaviors are critical and definitive in grammar instruction;
- discussion of difficulties students encounter when studying English grammar;
- grammar learning challenges;
- investigate some of the factor that impact successful grammar instruction;
- to have a list of grammar-based methods as well as some background information on them, such as what they mean, what their characteristics are, how teachers should

apply and use them in and out of the classroom, and how they assist students in solving challenges in grammar learning.

The thesis includes an introduction, two sections, each of which is separated into sub-parts, a literature review, a conclusion, sources, and a Ukrainian summary.

The first part is an outline of the topic's literature, with different parts and issues discussed. The second section is a questionnaire-based study of how teachers in this area feel about grammar instruction, their opinions, and the approaches they use to cope with the challenges they face.

The research methods used to address the research questions in the thesis contain both theoretical and empirical approaches. The questionnaire was selected as the research instrument.

The present thesis has theoretical value in that it establishes considerations in relation to the issue of teaching and studying English grammar.

The study's practical value is that it contributes to the field by conducting research with the aim of analyzing issues in teaching English grammar to learners and gaining an understanding of teachers' attitudes toward English grammar teaching in the course of teaching English as a foreign language.



**PART 1**  
**THEORETICAL REVIEW OF THE PROBLEM OF TEACHING AND LEARNING**  
**ENGLISH GRAMMAR**

In the course of learning a foreign language, English grammar is considered as a backbone. Grammar instruction is typically seen as a challenging and time-consuming task for teachers in the classroom. In the English classroom, it is also important to teach grammar. The given part of the thesis provides methodological background pertaining to the teaching and learning of grammar and discusses the place of grammar in language learning.

**1.1 The problem of teaching grammar in the second language acquisition**

As it was observed in several studies, English plays a critical and important role in global communication and is a lively source of knowledge in this new age of science and technology. The government is putting a strong focus on English learning in public institutions so that all educated people can communicate effectively in English. It is crucial that accurate and correct English, especially English grammar, be taught as critical skills from which all writing abilities must be articulated in an acceptable manner.

Learners in the English language must learn the fundamental grammatical rules as well as practice strong listening skills in the language. According to Ellis (1993), they would never be able to articulate their opinions and emotions precisely and correctly if they do not concentrate on mastering grammar rules (Ellis, 1993). Grammatical understanding of any language may be more important to a foreign language learner than it is to a native speaker. It is because by learning a language, the native speaker has the grammar automatically made as a part of their nature by unconscious assimilation, while the foreign language learner takes a conscious attempt to master the grammatical features of the language. Thus, learning the grammar of the English language is important.

When authentic materials and audio visual aids are used in grammar instruction, according to Eun (2010), grammar is no longer repetitive, but rather fascinating and complex. All of the practices in the classroom, using real resources and assigning learners specific assignments to accomplish the same tasks. This can give a serious background for students. During classroom activities, learners seem to develop more interest in their use of the English language. By focusing on four combined language skills, language activities carry learners' perspectives into the classroom (Eun, 2010).

Different linguists and scholars presented grammar in their own unique ways, especially English grammar. The Oxford Dictionary of English Grammar defines grammar as the whole system of a language, including its morphology, syntax, phonology, and semantics (Chalker & Weiner, 1994). Many meanings are often found in grammar, even those that include a language's structural rules but exclude its vocabulary, semantics, and phonology. If language grammar concepts detail the organizational and structural features of a language or whether it also ensures semantically the roles of a language is strongly influenced by the language experts' individual point of view. The term grammar is used in the context of language analysis to refer to a book that contains language rules. The Longman Dictionary of Contemporary English defines grammar as the rules of language that govern the composition of words and their subsequent combination into sentences. Grammar, according to Batstone (1994), has several different interpretations and dimensions. The common understanding of grammar is that it is a collection of rules for putting words together to form sentences (Batstone, 1994).

According to Brumfit and Johnson (1979), there is no language on earth that does not have grammar, and they also expound on the importance of grammar by stating that millions of language words become impractical without proper knowledge of grammar because they cannot be placed into detailed and substantive orders without grammar (Brumfit and Johnson, 1979).

Grammar in a language is a collection of principles that regulate the form of the language. Students dislike grammar instruction, and if the word "grammar" is used, they get irritated. The above-mentioned principles instill in learners the notion that grammar in any language is a tiring and boring topic.

Grammar, according to Crystal (1985), is the study of organizing words in their component parts to form complete sentences. According to the above description, a language learner has a basic understanding of grammar, but only on an insensible and shallow basis (Crystal, 1985). According to Brumfit and Johnson (1979), the study of grammar is neither essential nor sufficient for learning to use a language in its true spirit in institutions, but it does have its own meaning in language (Brumfit and Johnson, 1979).

It is undeniable that grammar instruction has a considerable role and importance in the overall organisation of learning English in educational institutions. It has been found that any language cannot be understood effectively without tacit and formal knowledge of the same language's grammar. Language scholars or linguists cannot make a debatable statement on whether grammar instruction is given or not. It should undoubtedly be taught to students. (Iqbal & Ahmad, 2017, pp. 55-69.)

The importance of grammar instruction and how to incorporate it into foreign language learning is a high priority in most language schools, and several scholars have looked into it.

Grammar instruction is considered essential by scholars in the field, and its significance has been recognized as an essential part of language instruction. For example, according to Ellis (2006), learners can acquire some automated self-check systems that will help them construct correct grammar forms through implicit instruction and conventional forms of grammar teaching. As a result, it is thought that learners should see, obtain, and use multiple kinds of target language in order to incorporate them into their interlanguage and use them whenever necessary (Ellis, 2006). Similarly, Lightbown (1991) referred to grammar directions as a "hook" for students to use as a foundation for improving their ability to produce English utterances (Lightbown, 1991). Ur (1996) also stated that if learners are given accurate grammatical forms with various examples and enough opportunity to practice, they would be able to use the indirectly taught grammatical forms unconsciously in oral and written contexts (Ur, 1996).

Grammar instruction and grammatical precision have long been regarded as essential components in assisting learners in communicating in the target language. However, after the Communicative Approach was introduced in the 1970s, teachers' perspectives on grammar in language learning shifted, and language programs had to update their teaching methods to account for the benefits of communicative activities (Loewen et al, 2009).

Practitioners proved to be able to teach grammar in a more practical way with more realistic and immersive books and techniques. In the years that followed, Krashen (1982) argued that grammar is a process that can be learned automatically by meaningful instructions, and that language classes that only teach grammar rules are a waste of time (Krashen, 1982). Many others supported this assertion, although others opposed it. For example, Al-Mekhlafi and Nagaratnam (2011) argue that grammar instruction is more than just a means of imparting laws to students; it is also a means of allowing them to comprehend how language is shaped on their own. (Polat, 2017, pp. 379-398.)

## **1.2 Foreign language teachers' attitudes towards grammar instruction**

The importance of grammar, how it should be presented, and how much it should be incorporated into language teaching are still topics of debate in most ELT schools. Given this, scholars will benefit greatly from learning about teachers' attitudes toward teaching grammar. Thus, several studies were carried out with the aim of creating a scale that would identify teachers' attitudes toward the importance of grammar in the teaching of English, as well as to test it.

For a long time, researchers have debated over the importance of grammar knowledge in language learning and how it affects educational outcomes. The approaches to teaching grammar

and suggestions about how to make it more practical and fruitful have become a major issue in certain countries where the grammar translation method of teaching has become the most common means of language education.

*“To illustrate, while teaching grammar, some instructors prefer to use their native tongues rather than English to make the instructions clearer and more understandable for the learners. In addition, some others prefer immediate grammar error correction in language classes to underline the importance of accurate language use. However, in the same language teaching contexts minority of teachers still believe that grammar is an integral part of speaking, reading and writing, and should only be given in reading texts, communicative dialogues, sample essays and listening practices. All those different teaching perspectives derive us to the point that if the attitudes of teachers are studied, it will be easier and more rationalistic to see the role of grammar in language teachers’ minds”* (Polat, 2017, pp. 379-380).

Grammar teaching has been the subject of several experiments, many of which have produced comparable findings. In their research, Ebsworth and Schweers (1997) discovered that students learning English for academic purposes used grammar training more to improve accuracy (Ebsworth & Schweers, 1997).

Furthermore, Schneider (1993) and Hunter (1996) discovered that explicit grammar teaching improved grammar test results. Wittgenstein & Philosopher (2007) found that teachers in both Latvia and Sweden had a favourable attitude toward the importance of teaching and learning English grammar in their research on attitudes toward the importance of teaching and learning English grammar, stating that grammar was no longer the primary focus of language instruction (Wittgenstein & Philosopher, 2007). While there have been many studies on grammar teaching, there have been few studies on English language teachers' views and practices on grammar teaching, as well as how and to what extent it should be taught in the classroom (Degirmenci Uysal , Yavuz, 2014).

### **1.3 Foreign language learners’ attitudes towards grammar instruction**

Many teachers have indicated that students demand conventional, explicit grammar instruction (Borg, 1999a, b). Burgess and Etherington (2002) also argue that because of perceptions and feelings of uncertainty, teachers agree that direct grammar instruction is preferred by their pupils (Burgess and Etherington, 2002).

Since the 1970s, the focus has changed from how to teach grammar to how to get students to talk, but grammar has been seen as a strong demotivating and weakening factor among foreign language students.

Grammar has been seen as a barrier to helping learners communicate fluently and has been seen as a challenge in terms of engagement and learner progress with languages. The harsh reality for most teachers is that students often find it impossible to apply the principles of grammar learned in the classroom in a fluid manner. They may be well aware of the rules, but they are unable to adapt them with their own use of the language. Burgess and Etherington report that teachers recognize this mechanism as a challenge for all of their students (Burgess and Etherington, 2002, p.442).

For several foreign language students, studying grammar entails memorizing rules and developing an academic understanding of the subject. Teachers also assume that this would have a generative foundation on which students will develop their skills and ultimately use the language. Prescribed regulations have a sense of protection for them (Al-Mekhlafi & Nagaratnam, 2011).

Many investigations have been undertaken on grammar teaching and learning in the language learning process; however, the learners' attitudes and opinions on this subject have largely been overlooked. The explanation for this is because educators and administrators believe that students cannot realize precisely what they require (Zhou, 2009). However, students' values and attitudes play a significant role in a variety of topics, including teacher-led class events, student engagement, fear, the use of learning techniques, and proficiency (Borg, 2003). As previously said, language learners' perspectives, as well as those of academics and educators, are critical (Akay & Toraman, 2015).

#### **1.4. Factors influencing students' attitudes toward learning English as a foreign language**

##### *Attitude and motivation*

Attitude has lately gotten a lot of attention from scholars in both first and second language acquisition. The majority of studies on the subject have found that a student's mindset is an important aspect of learning and, as a result, can be incorporated into second or international language learning pedagogy. There are a number of theories why studying students' attitudes toward language learning is crucial. First, Kaballa and Crowley (1985), as quoted in Weinburgh (1998), conclude that attitudes toward learning affect habits such as book selection and comprehension, as well as speaking in a foreign language. Second, there has been evidence of a connection between attitudes and performance or achievement. According to Schibeci and Riley

(1986), quoted by Weinburgh (1998), there is evidence that perceptions affect achievement rather than achievement affecting attitudes. The explanation for this is that one's mindset has an impact on one's actions, inner mood, and hence learning. As a result, it is apparent that language acquisition and the world in which the pupil grows up are intertwined. Both pessimistic and optimistic behaviors have a significant effect on language learning performance. Finding out how students feel about language would benefit both the teacher and the student during the teaching-learning period.

According to Gardner (1985), attitude is an evaluative response to a referent or attitude entity inferred by the individual's views or opinions regarding the referent. According to him, attitude is an assertion based on a set of assumptions regarding the object of the attitude. It is the sum of a man's instincts and feelings, prejudice or bias, perceived notions, fears, risks, and convictions on any given subject. In addition, he discusses attitude as an aspect of encouragement in language learning. And motivation refers to a mixture of effort, ambition, and positive attitudes toward learning the language in order to accomplish the purpose of learning the language (Gardner, 1985, pp. 91–93).

Brown (1994) explains that attitudes, as other facets of human perception and affect formation, emerge early in life and are shaped by parental and peer attitudes, interactions with individuals who are different in a variety of ways, and interacting affective influences in the human experience (Brown, 1994, p. 168). Many stimulants, it seems, contribute to an individual's optimistic or negative mood. Language learning is so much a personality interplay—important it's not to ignore that students are just human beings with likes/dislikes/moods. Learning a language is inextricably linked to one's attitude toward it. Similarly, positive language attitudes allow learners to have a positive attitude toward learning English (Starks & Paltridge, 1996). As a result, attitudes can play a critical role in language learning, as they tend to affect students' learning progress or failure.

#### *Learner personality context*

Krashen (1988) defines a successful language learner as one who acquires sufficient intake in the second or foreign language and has a low affective filter to facilitate input to language learning. Affective ideals, according to Brown, are the "foundation stones... on which strategies and learning content can be based" (Krashen, 1988). Aside from the learner's mood and motivation, personality traits such as self-confidence, risk-taking, and anxiety play an important role in the language learning process (Brown, 1994, p. 22). People have a wide range of personalities, and personal characteristics are linked to attitudinal and motivational influences.

### *Self-confidence*

Self-confidence, also known as the "I can do it" maxim, is the learner's trust in his or her abilities to complete a mission, as established by Brown (Brown, 1994, p. 23). According to Krashen (1998) self-confidence promotes the learner's consumption and results in a low filter (Krashen, 1998). The use of simplistic strategies at the beginning of classroom exercises will improve students' self-confidence, since a feeling of success will help them succeed in the next, more complicated task (Brown, 1994, p. 23) Self-efficacy, self-esteem, risk-taking, and a lack of anxiety are all optimism qualities that are linked to learning a second or foreign language.

In contrast, increased self-efficacy, or the expectation of good success, continues to increase optimism, a constructive mood, and ability to take learning risks (Skehan, 1989, p. 106).

Language learning problems may have a negative impact on students' self-esteem, which in turn impacts their behaviors and language performance. Learners may feel that learning the target language is difficult or that there is a correct way to learn the language. As a result, certain attitudes, pessimistic perceptions, and self-expectations impair the learner's perception and outlook about his or her ability to learn the language (Ehrman, 1996, p. 145).

### *Risk-taking*

A number of researchers have discovered a link between the willingness to take chances and language learning success. According to these researchers, if learners have a strong conviction and mindset toward a particular language assignment, they will be able to play the language game as gamblers, producing and interpreting the language.

Larsen and Long (1991) point out that the exact opposite of risk-taking behavior is vulnerability to rejection. Learners who are vulnerable to rejection may avoid participating in class because they are afraid of being judged by their peers or the teacher. All of which will lead to students developing pessimistic attitudes toward the English language as a result of their lack of confidence and fear of rejection (Larsen and Long, 1991, p. 188).

Learners aged 16 to 22, with an average age of 18, represent an age group associated with puberty. Fear, humiliation, inhibition over acting in front of people, and judgement by others all rise in early adolescence, according to researchers, and likely hinder risk-taking. As a consequence, these characteristics can lead to a strong affective filter, such as pessimistic attitudes, which can stymie language learning and achievement. As a result, high school language learners may have differing perspectives on doing a language task in front of others because they are fearful of being judged by their teachers and peers. This, in addition,

encourages a cynical outlook toward the target language, which may negatively impact their English language proficiency.

### *Anxiety*

Personality, fear, learning situation, and language proficiency tend to have a consistent relationship. According to Ehrman, learning is accompanied by a wide spectrum of emotions, ranging from positive to negative thoughts or behaviors. Frustration, resentment, fear, and a loss of self-confidence are examples of negative emotions or behaviors, and these affective variables can impact the learning event as well as how much language a learner can understand and attain in a given amount of time (Ehrman, 1996, p. 137–8).

Anxiety in foreign language schools, according to Spolsky (1989), is often linked to listening and communicating, with trouble speaking in class. English language teachers are currently challenged to build a positive learning environment in the classroom by using strategies to alleviate fear, negative emotions, and tension about the language, as well as their own accomplishment (Spolsky, 1989, p. 114).

In addition, a language instructor should think about using suitable learning content in the classroom. To advance as a specialist, a language teacher must be able to provide effective teaching and learning resources that foster less intimidating and constructive behaviors or emotions, as well as a more welcoming atmosphere for students (Wedeman, 2002).

### *Educational context*

Apart from casual circumstances in which the learner will have the ability to study and speak the target language in the group, school provides the learner with standardized instruction in the target language. According to Conteh (2002), “the general environment of the learning, the classroom dynamics, prospects for student-student and student-teacher engagement, and students' understanding of the teacher's contribution to their learning” are all influences that influence learners' attitudes and learning situations (Conteh, 2002, p. 193). The learning condition, which is how language is taught, the English language teacher, who takes into account factors such as physical, social, and cultural disparities that affect the learning-teaching process, and the teaching-learning materials are all examples of educational situations.

### *The foreign language teacher*

Positive feelings and experiences with the teacher, classmates, and materials can help students develop positive attitudes about learning a second language (Day & Ford, 1998, p. 25).



A learner with more contact with his tutor is more likely to cultivate a good outlook toward the target language than one with less interaction.

The instructor is one of the most influential factors that influences students' attitudes toward learning a language. It is a reality that depending on the teacher's understanding of the topic, his attitude toward the students, and the subject, the effect will be positive or negative. Personality, technical experience, passion, engagement, and professional classroom management skills all have clear and numerous effects on learners' ability to learn. According to Dornyei, through the channels of teacher exchange of values, expectations, and attitudes, students followed similar beliefs, attitudes, expectations, and related behaviors. If the teacher possesses all of the virtues mentioned above and invites his students in a comprehensive manner, the students would have a higher chance of developing a constructive outlook toward learning the language (Dornyei, 2001).

#### *Social context*

Languages, according to Spolsky (1989), are essentially social structures since they are acquired in social environments. He goes on to say that, while language learning is personal, it takes place in society, and that, while social conditions do not have clear effects on learners' attitudes and motivation, they do have significant and traceable effects (Spolsky, 1989, p. 131). Similarly, Van Lier (1996, pp. 35–36) believes that language use and language learning are aspects of the environment in which learners reside, and that every classroom practice must be viewed in depth, since it has its own impact on learners' values, behaviors, and formed behavior. The family or home, the learners' peer groups, the society or target language speakers, and their communities make up the social context (Spolsky, 1989, pp. 25–26).

#### *The learners' parents*

Various parent considerations, such as their schooling, faith, history, socioeconomic status, place of birth, and awareness of the target language, are among the social contexts to be considered (Spolsky, 1989, p. 26). The rationales, goals, and interests of the parents are determined by these factors. According to Larsen and Long (1991), multiple experiments analyzing the parental position and the formation of attitudes toward target language speakers found that the learners' attitudes mirrored their parents' attitudes toward the target language. According to them, learners follow their parents' attitudes toward the target language, which has an effect on the learners' language learning success (Larsen and Long, 1991, p. 178).

Parents have a particularly significant and influential impact on their children's attitudes. The following is an excerpt from C. R. Gardner and Lambert's (1972) discussion of the position

of parents: „ I think it is meaningful to distinguish the main roles which are relevant to their success in a second language program. For better labels, I am going to refer to them as the active and passive roles even though these labels are not completely descriptive. By the active role I mean that role whereby the parent actively and consciously encourages the students to learn the language. In the active role the parent monitors the child’s language learning performance and to the extent that he plays this role and attempts to promote success. That is the parent watches over the child and makes sure that he or she does his or her homework, encourages him to do well, and in general reinforces his or her success. I believe it is safe to assume that differences in the extent to which parents vary in this encouragement function would have some influence on the child’s performance in any learning situation” (Gardner and Lambert, 1972, p. 141).

Wilkins, too, stresses the importance of parental effects on learners' second or foreign language learning, pointing out that it's especially interesting that children's attitudes are nearly identical to their parents' attitudes. As a result, it may be said that parents play a significant role in their children's failure to succeed in second or foreign languages, so children often want to behave, do, speak, and make what their parents do in their daily lives, and their children do the same (Wilkins, 1974).

### *Community*

According to Spolsky (1989), the social environment has two indirect but significant effects on second language learning. To begin with, it is important in the production of learners' attitudes toward the target language, its speakers, and the language learning situation, which involves learners' aspirations and perceptions of learning and its likely outcomes. The growth of the learner's attitude and motivation is influenced by these beliefs and perceptions. Second, the context defines the social condition (formal and informal) of the language learning situation, as well as the different language learning opportunities. Informal circumstances represent the possible opportunities in society for exposure to the target language, while formal situations reflect the provision of various educational establishments in society for language learning. The learning performance is better as learners have more chances to engage with native speakers of the target language. As various studies have shown, the society in which the learners reside, even from their own culture, can affect the learners' attitudes and enthusiasm toward the language as well as their attainment (Spolsky, 1989, p.26).

## **1.5 The place of grammar in various language teaching approaches**

Grammar was at the forefront of language pedagogy for a long time. Grammar was used as both subject and guiding rules for designing instruction and language teaching tools, and language teaching was equated with grammar teaching. Language was thought to be mostly made up of grammar rules, and that understanding such rules was necessary for learners to understand the language.

#### *Focus on Form and Focus on Forms*

The best methods to teach grammar vary from one teacher to the next, from one scholar to the next, and from one methodologist to the next. Focus on Form and Focus on Forms are two approaches to grammar instruction that are currently being explored in second language literature. When errors occur during a meaning-focused task, the former refers to an approach to teaching grammar, while the latter refers to teaching grammar in isolation.

According to Long (1991) Focus on Form “overtly draws students’ attention to language elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (Long, 1991, pp. 45-46).

Long and Robinson (1998) elucidate the argument by pointing out that “focus on form often consists of an occasional shift of attention to linguistic code features by the teacher and/or one or more students – triggered by perceived problems with comprehension or production” (Long and Robinson, 1998, p. 23) According to Ellis (2008), focus on forms refers to a method of learning that aims to separate linguistic forms in order to teach them one at a time, such as where language instruction is built on a structural syllabus (Ellis, 2008). “To be clear, it should be borne in mind that the traditional notion of forms always entails isolation or extraction of linguistic features from context or from communicative activity,” (Doughty and Williams, 1998, p.3). Teacher preparation in grammar instruction seems to play an important role in training teachers to teach grammar accurately and confidently, in addition to teaching methodologies and methods. Celce-Murcia and Larsen-Freeman (1999) reasoned that teachers who have a strong grasp of the grammar of the language they teach would be well suited to fulfill students' learning needs. As a result, it's possible that in order to teach effectively, teachers will need to first learn the language's grammar. These two scholars have stated that teachers can either teach grammar directly by providing students with rules and activities that use the correct grammar terminology, or they can do so indirectly by using the right grammar terminology. Furthermore, as Celce-Murcia and Larsen-Freeman (1999) pointed out, grammar can be seen from three perspectives: shape, context, and application; as a result, students must learn to apply grammar constructs correctly, meaningfully, and properly. Clearly, grammar can be learned in a variety of ways, including expressly (rules are clearly defined and pointed out to students), indirectly (rules are not explicitly stated but are supposed to be understood implicitly by different forms of exposure),

deductively (rules are told to the students first), inductively (students look at a lot of examples and see if there are any patterns), separately (grammar points or structures are learned separately from other learning activities) or integratedly (grammar is taught alongside other learning activities). There does not seem to be a single best solution to grammar instruction that can be used in all situations and by all types of students and teachers (Hinkel & Fotos, 2002).

#### *Grammar Translation and Audio-Lingual Methods*

The Grammar Translation Method was first used at the end of the 18th century, and by the 19th century, it had spread all over the world. In several countries, different variations of this approach are still commonly used, particularly in foreign language contexts. This system, which was based on the methods used in the teaching of classical languages like Latin and Greek, centered solely on the study of grammatical rules and structures. The target language was divided into different sections of expression (e.g., nouns, verbs, adverbs, pronouns, sentences, participles, conjunctions, and prepositions) based on Greek and Latin grammar definitions, which were taught deductively through an explicit interpretation of laws, along with memorization and translations of texts from the L2 to the L1. Exploring the literature of the target language, teaching learners to gain an understanding of the first language, and training learners' intellectual capacities were some of the other goals of this approach, which focused on written language. With the emergence of structural linguistics at the end of the 19th and beginning of the 20th centuries, the emphasis turned away from learning grammar in terms of characteristics. With the outbreak of World War II, there was a pressing need for oral contact and the opportunity to communicate fluently in foreign languages. The Audio-Lingual and Direct Methods emerged as a result of these improvements, as well as advances in clinical psychology. The Grammar Translation Method did not address grammatical principles in the same manner as the Audio-Lingual Method did. The emphasis, however, remained on mastering grammatical concepts rather than the improvement of real-world communication skills. Theoretically, this approach was heavily inspired by behaviorist psychology, which saw learning as a process of habit forming and conditioning, and thus found systemic pattern memorization to be crucial for L2 learning. It was thought that this type of memorization helped to shape and improve language behaviors. The American school of descriptive and structural linguistics, which moved the emphasis from researching grammar in terms of sections of speech to a summary of its structural and phonological elements, inspired the Audio-Lingual Method. As a result, Audio-Lingual teaching lessons mostly consisted of grammatical constructs sequenced in a sequential fashion, typically starting with a simple structure and concluding with more complicated forms, with no regard for interpretation or context. Rules, on the other hand, were inductively learned by explanations and repetition of sentence-level patterns. The emphasis was more on improving oral

ability rather than written abilities. A conversational dialogue was usually the first part of an instructional unit, accompanied by several sequence exercises.

Following the Grammar Translation and Audio-Lingual techniques, a slew of new approaches appeared, including the Reading Approach, the Oral and Situational Method, the Silent Way, and Total Physical Response. Although they varied somewhat in their underlying ideas on how language is taught, they were both grammar-based in terms of syllabus.

#### *Presentation-Practice-Production (PPP) Models*

Most L2 schools do use grammar-based techniques. The PPP (Presentation-Practice-Production) model of language instruction is a common variant of this method. For international and second language learners, different variations of the PPP model can be used in numerous language teaching and teacher preparation textbooks. In many existing L2 classes, the PPP is what many teachers consider to be a simple lesson structure. Grammar teaching follows a three-stage system in the PPP model: a demonstration stage, a rehearsal stage, and a development stage. The new grammar rule or system is added in the introduction stage, typically by a letter, a dialogue, or a narrative that contains the structure. The students either listen to or read the text aloud. This stage's primary goal is to assist students in becoming familiar with the current grammatical form and retaining it in their short-term memory. After the lecture, students are given different written and oral tasks to repeat, control, or duplicate the new forms. The practice stage typically starts with structured practices that direct learners' attention to particular systems, then progresses to less controlled practices that have more open-ended tasks. The aim of the preparation stage is to assist students in gaining control of the information presented in the presentation stage, assimilating it, and moving it from short-term to long-term memory. Finally, learners are allowed to use the rules they learned in the presentation and rehearsal stages more loosely and in more communicative practices during the development period. The aim of the final stage is for learners to completely master the new type by allowing them to internalize the rules and apply them.

#### *Communication-Based Approaches*

The discovery that understanding a language is more than knowing its grammar, as well as the inadequacies of techniques that relied solely on the presentation and exploitation of grammatical forms, led to a transition away from an exclusive emphasis on language forms and toward a focus on meaning and language usage in communicative contexts. The communicative style was born out of this.

The communicative approach characterized language learning as the acquisition of communicative abilities, or the capacity to use and express meaning in real-world conversation,

rather than just learning traditional grammatical rules and structures. Various advances in linguistics and sociolinguistics in Europe and North America technically inspired this approach.

The communicative approach was also inspired by the work of other British applied linguists such as Halliday, Firth, Austin, and Searle, as well as American sociolinguists such as Gumperz and Labov. The importance of researching language usage and roles in social settings was stressed by these researchers.

While not specifically related to communicative language teaching, this perspective on L2 learning offered enough theoretical support for its values, especially the role of grammar in language classrooms.

Although the communicative approach is widely accepted as a language teaching technique that stresses meaning-focused language use, there are no known instructional procedures associated with it in terms of methods, compared to those associated with conventional teaching approaches such as Grammar Translation and Audio-Lingual explicit grammar.

However, several methods for applying the communicative approach in the classroom have been suggested, each of which differs in the degree to which it allows an emphasis on grammatical forms. A difference between a weak and a strong version of communicative language instruction, for example, has been made often. According to the strong version, language is taught through communication. As a result, the easiest way to teach a language is through activities that are solely based on meaning. In other words, contact serves as both a target and a method of language learning. The end result is still communicating in the poor form, but learners can learn language more effectively by using and using it in communicative contexts. Many of the earlier meaning-focused approaches was based on a solid variant of the communicative methodology (Nassaji & Fotos, 2011).

## **1.6 Linguistic aspects of teaching grammar: formal and functional grammar**

A language's grammar can be defined in a variety of ways. One view of grammar is that it is a collection of laws that define all of the language's possible grammatical structures. A strong distinction is generally made between grammatical (also known as well-formed) and ungrammatical sentences in this approach. The types of grammatical constructs and their relationships to one another are more important than their interpretations or applications in various contexts. A grammarian interested in this type of description would often use made-up sentences to explain various grammatical laws rather than sentences taken from real-world sources for study. Another perspective considers language first and foremost as a system of

communication, examining grammar to see how it is organized to enable speakers and writers to create and share meaning. Rather than focusing on a strong distinction between grammatical and nongrammatical forms, the emphasis is generally on the form's suitability for a specific communicative function in a specific context.

The main focus is on the workings of institutions and their constituents, as well as their contextual interpretations. A grammarian interested in this kind of description is likely to use evidence from genuine texts in particular contexts (the word text refers to both spoken and written language). The former approach to grammatical research is commonly referred to as formal, whereas the latter is commonly referred to as functional. Of note, the two methods are not mutually exclusive. Formal analysis must account for context and function at some point, and functional analyses must account for form at some point.

Most grammar definitions, on the other hand, can be found mainly in one of these two methods. The following statement illustrates the distinction between formal and practical methods briefly and simply: *I had also been rejected by the law faculty*. Both formal and practical grammarians would conclude that this statement has a passive voice when evaluating its voice. On the other hand, most grammar concepts can be found mostly in one of these two methods. The following argument succinctly and clearly shows the difference between formal and functional methods: *The law school had already turned me down*. Rules can be developed, for example, to illustrate how sentence 1 can be extracted from sentence 1a. These would define the movement of the constituent the law faculty to the end of the sentence following the preposition by; the movement of the constituent me to the front of the sentence and its shift of form to I; and the rejected from the verb had refused to had form. Such systematic distinctions between the active and passive systems can also be noted by a functional grammarian. He or she, on the other hand, may be more concerned with issues about how the communicative effect of the message in the sentence differs as it starts with I rather than the law faculty, what effect adding the law faculty at the end of the sentence has, and what aspects of the context could have caused the writer to use passive rather than active speech. These types of inquiries will lead linguists to understand the voice system's role in integrating knowledge within sentences and texts, as well as in leading to coherent communication.

### **1.7 Necessity of grammar teaching: implicit vs explicit teaching of grammar**

Grammarians such as the German-American anthropologist Franz Boas and the Danish linguist Otto Jespersen started to classify languages in the early twentieth century, and Boas' work became the foundation for numerous forms of descriptive grammar research in the United States.

Jespersen's dissertation paved the way for contemporary linguistic theories like Noam Chomsky's Transformational Generative Grammar.

Chomsky, a structural linguist, wanted to look at the syntax of English in terms of structural grammar. As a result, rather than seeing grammar as a representation of individual sentences, he began to see it as a philosophy of language structure. His understanding of grammar is that it is a tool for creating the form, not of a certain language, but of the capacity to create and comprehend sentences in any language. Since grammar is the way by which we can comprehend how a language "works," a thorough understanding of grammar is critical to language learning. Intensive grammar research, on the other hand, and even grammar-focused classes, are often not communicatively dependent. As a result, they can be tedious, time-consuming, and impossible for students to comprehend. (Larry M. Lynch, n.d.)

Explicit grammar instruction refers to teaching approaches that prioritize learning grammatical rules purposefully in order to use language ingredients effectively and correctly. It is also known as the "express process," because it is the most popular deduction method. Explicit grammar instruction is a common method of conventional grammar instruction. Explicit grammar instruction emphasizes the understanding intent and controllability of the learning process in order to accomplish the goal of mastering grammar through the study of grammar rules. Explicit grammar instruction can help students comprehend grammatical objects more deeply and has a strong structural impact. Furthermore, students can maintain clarity while learning grammar principles. When learning English, Hungarian or Ukrainian students lack the required language learning environment, so they must master grammar rules. However, there are certain flaws in the prevalent teaching process, such as the teacher's lack of commitment to language's realistic use, which makes it difficult to improve students' communicative skill in a holistic manner. Furthermore, since learners have a deep desire to understand the meaning of language in specific contexts, students are unlikely to be involved in and draw attention to grammar rules taught solely for the sake of teaching grammar rules.

When learning grammar, implicit grammar teaching refers to teaching approaches that emphasize students' normal acquisition of grammar by situational scene. Implicit grammar teaching, also known as suggestive grammar teaching, is based on the inductive logic approach and involves triggering grammar laws through communicative language usage. Learners are mostly exposed to English by scenes. This teaching approach emphasizes the unconsciousness, abstractness, and automaticity of grammar analysis by using communicative teaching methods as a representation. Explicit grammar instruction, which places teachers at the forefront of classroom instruction, is too formal and creates a teaching mode centered on grammar practice. Most students can render grammatical and accurate sentences using this teaching tool, but they



are unable to communicate in English on a regular basis. This necessitates teachers organically combining language structure, language sense, and language feature. By integrating dialogue into the context, implicit grammar instruction will help learners develop a deeper understanding of the relationship between semantics, function, and purpose.

According to the findings, understanding grammar skills can help with language comprehension, and the correct teaching method is a mixture of dominant and recessive teaching. From the aforementioned review, it is clear that teaching implicit grammar allows for more contact between teachers and students. In relation to the overt instruction, the classroom environment would also be more active. As a result, both implied and formal grammar instruction have benefits and drawbacks, but they are not mutually exclusive. In view of the current situation of students and the teaching realities of setting and circumstances, teachers should specifically integrate implied grammar teaching with explicit grammar teaching in teaching practice.

The use of multi-media equipment in grammar instruction will simulate the real-world experience of teaching materials, such as combining music, images, text, and animation. In the classroom, the teacher can devote all of his or her time and resources to creating a simulated and virtual language world in which students can be exposed and increase their English learning performance. Teachers can effectively use multimedia functions such as voice, figure, demonstration, and replay while teaching grammar. As a result, outlining the text's language difficulty and focus, as well as organizing students to partake in a variety of language practice and language usage, language input and output practices.

Following the comprehension of the text, the instructor can design similar language output exercises, such as presentations, discussions, role playing, and others, to aid students in digesting the material they have mastered in a timely manner, as well as to improve their grammar sensibility and English thought abilities.

Explicit grammar instruction focuses on the students' attention to the language structure, while implicit grammar instruction focuses on the meaning. With a lot of collaborative and immersive learning, the use of digital in college English grammar teaching allows students to establish real language sense and lets them integrate the language structure with the meaning well.

**PART 2**  
**FOREIGN LANGUAGE TEACHERS' PERCEPTIONS OF DIFFICULTIES**  
**ASSOCIATED WITH THE TEACHING OF GRAMMAR**

### **2.1. Methodology**

The purpose of this study is to gain an understanding of the difficulties in teaching grammar to English learners on the one hand, and to gain a general understanding of teachers' attitudes towards grammar instruction among teachers of the Transcarpathian region. There has been little research into the challenges that EFL teachers in the Transcarpathian region face while teaching grammar. Teachers mainly use approaches suggested by linguists sometimes without taking a consideration their own and their students' possible difficulties in the process of English grammar learning and teaching.

#### **Hypotheses**

- because of their students' attitudes towards grammar, most teachers find it difficult to teach grammar;
- grammar should be taught intensively rather than extensively;
- teachers value accurate usage of grammar by their pupils.

### **2.2. Research instruments**

Quantitative research paradigm was adopted in the study. A questionnaire was selected as the tool for conducting the research. A questionnaire is a tool for gathering information. It consists of oral or written questions on a specific topic to which participants must answer with discretion. It is a fast and simple way to obtain data, and it helps to gather data from a wide group of people. However, much like all other research instruments, this one has drawbacks. For instance, there could be a low response rate, difficulty probing answers, and some participants could be misleading or lying. Also, there is a risk that the respondent wishes to skip questions to which he/she does not want to answer.

The survey consists of 20 close-ended items to which participants must answer with their degree of agreement, where 1=yes, 2-to some extent, 3=no.

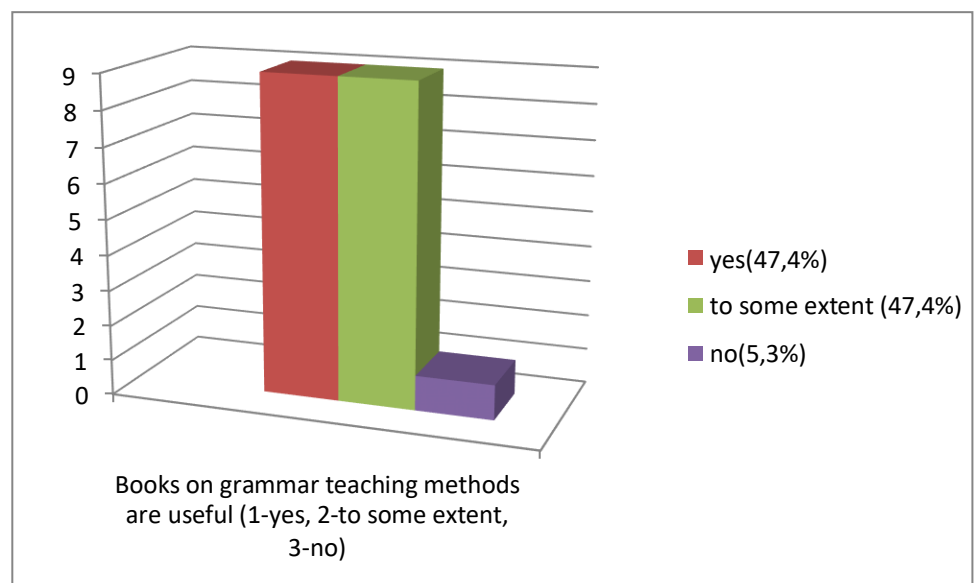
### **2.3. Participants**

The questionnaire was intended for English teachers, so it was filled out by Transcarpathia teachers. There are 19 questionnaires that have been returned.

First, the questionnaire was designed by the researcher based mainly on the theoretical overview of the topic, then it was sent out online to the participants to fill it.

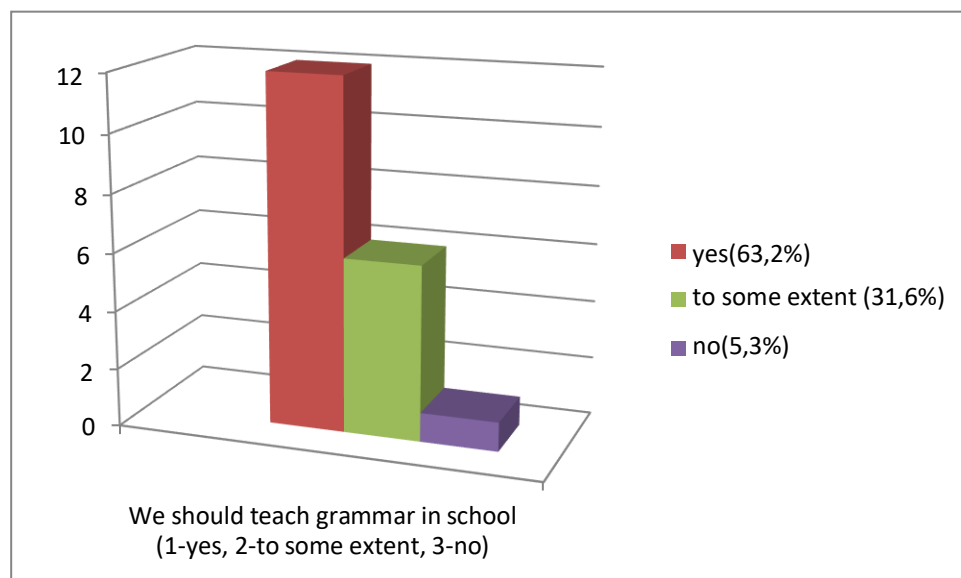
## 2.4. Findings

The aim of the first question was to learn what teachers thought about grammar teaching methods books by deciding whether or not they are useful. Nine people said yes, nine said the books are valuable to some degree, and one said no.



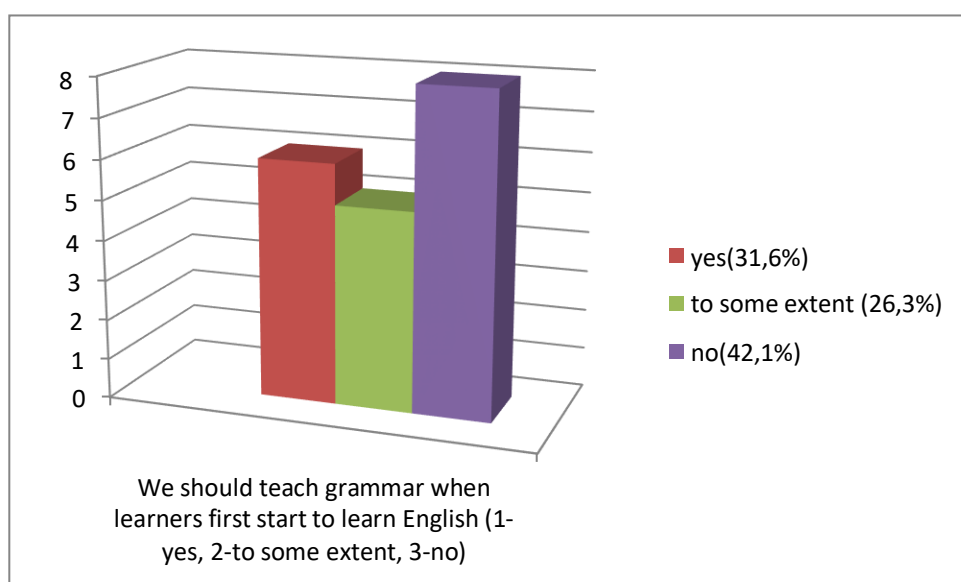
**Diagram 2.1. Usefulness of grammar reference books**

The next question concerned teachers' opinion on grammar instruction in schools. Twelve people responded that they believe grammar should be taught explicitly in schools. Six people said grammar can only be taught to a certain degree in the instructional settings, and only one person said it is best if grammar is not taught at all.



**Diagram 2.2. Explicit vs implicit teaching of grammar**

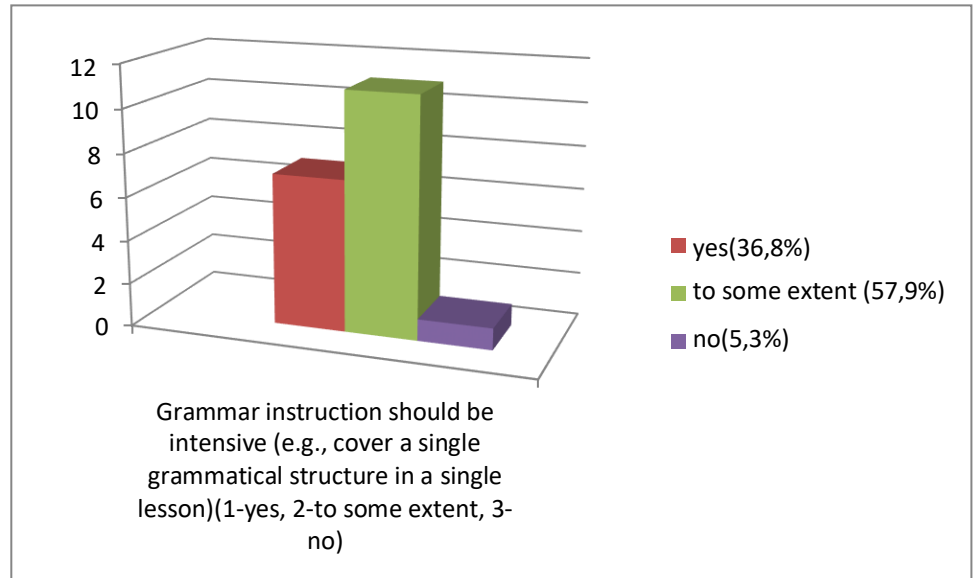
The third question sought to determine whether teachers believe that teaching grammar to learners should start at the beginning of the instructional process. Six respondents said yes, indicating that they believe it is a good idea, five said it is good to some degree, and the rest, eight people, believe it is not a good idea to teach grammar to learners when they first begin learning a foreign language.



**Diagram 2.3. Teachers' views on the early start of grammar teaching**

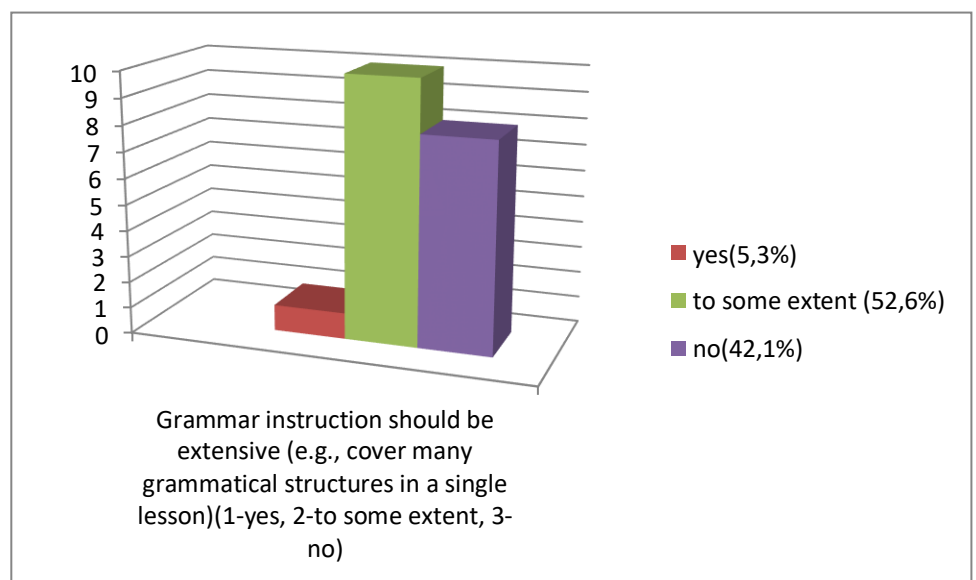
Grammar teaching should be intense, according to the next question (e.g., cover a single grammatical structure in a single lesson). Seven people agreed with the argument, eleven people

believe that rigorous grammar teaching should be used only to a certain degree, and one person believes that grammar should not be taught intensively.



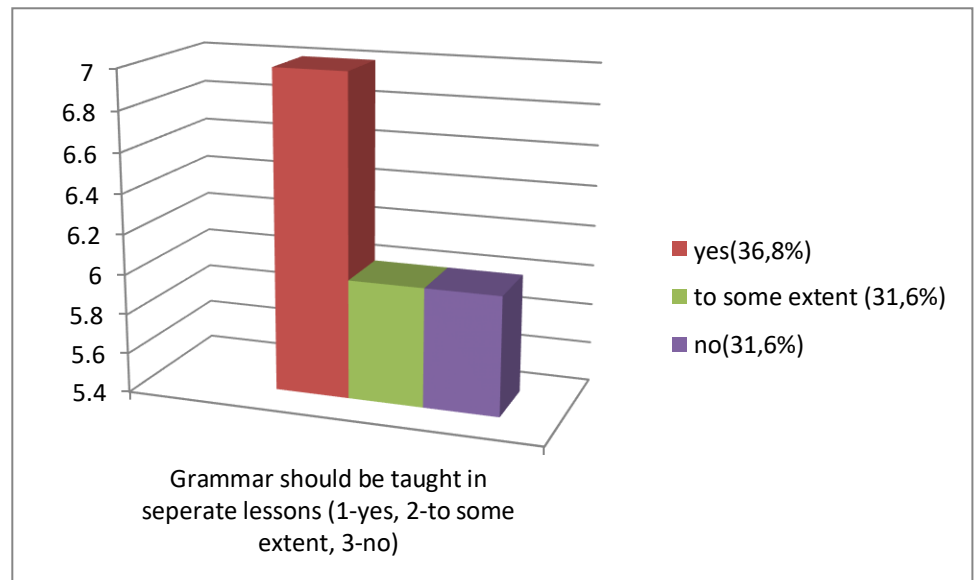
**Diagram 2.4. Intensity of grammar instruction**

The next question is the polar opposite of the fourth. It states that comprehensive grammar instruction is required. (For example, in a single lesson, cover a variety of grammatical structures). Just one person said yes, eight said no, and the remaining people believe that comprehensive grammar training should be used to certain basis.



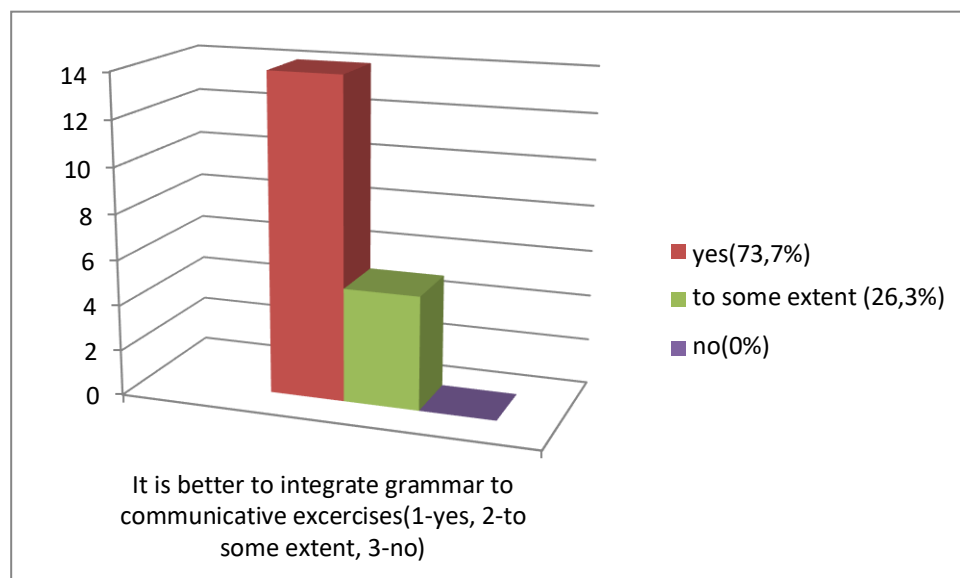
**Diagram 2.5. Focus of grammar instruction**

The sixth question tried to identify whether teachers believe grammar should be learned separately or as part of any class. This topic can also be used to determine whether or not teachers teach grammar in different classes. The answers are given below: Grammar should be learned in separate lessons, according to seven people. Six people pressed the “to some extent” option, and six people said no, indicating that they believe grammar should be addressed in every class, or at the very least that it does not need to be learned separately.



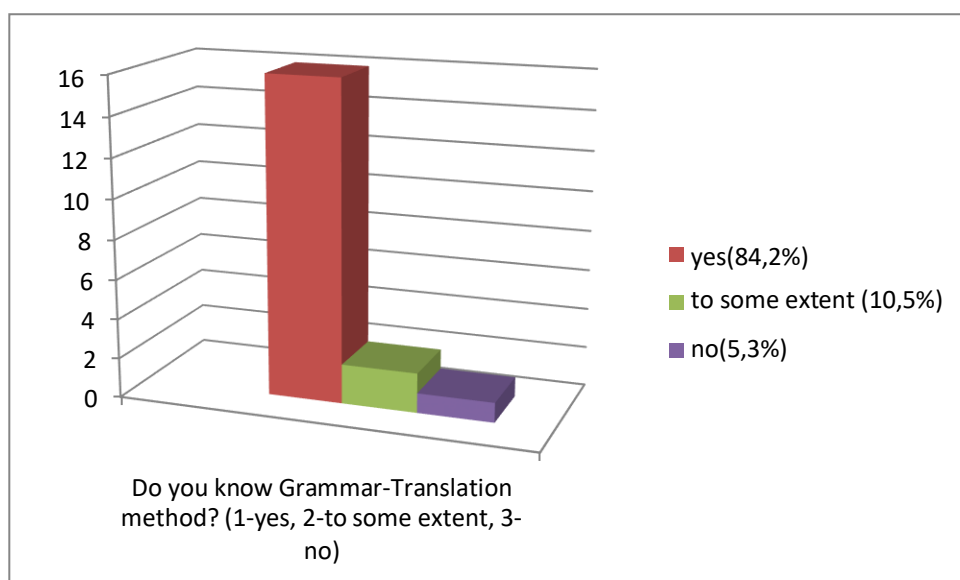
**Diagram 2.6. The place of grammar in the structure of the lesson**

The next question concerns the participants' thoughts on incorporating grammar into communicative exercises such that students are more able to understand and practice it. Fourteen respondents said yes, five said it's a good idea to incorporate grammar into communicative exercises to any degree, and no one said no.



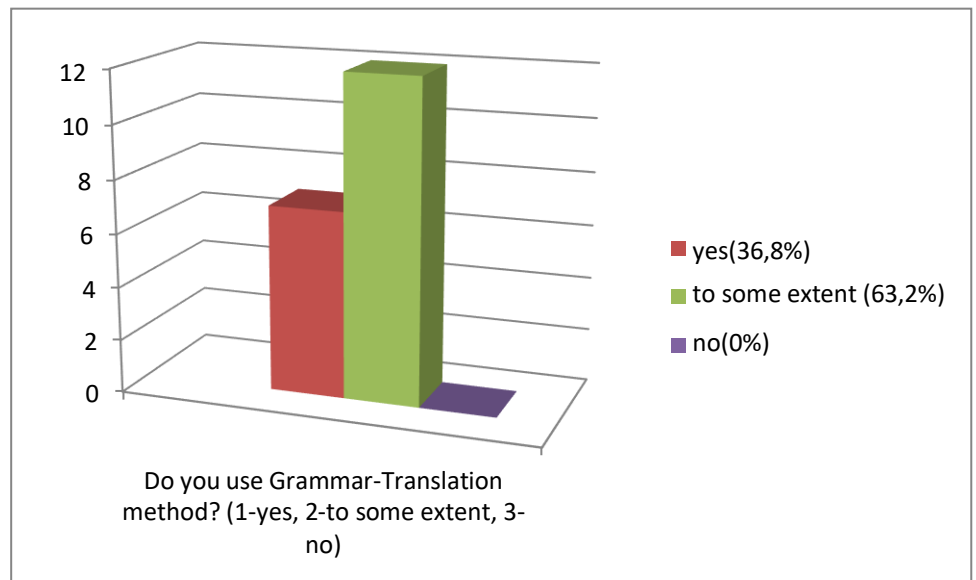
**Diagram 2.7. Communicative teaching of grammar**

The following question is simplistic. The participants were asked if they were familiar with the Grammar-Translation method. Sixteen teachers said they were familiar with the method, two said they were familiar with it but only to a certain degree, and one said they were not familiar with it at all.



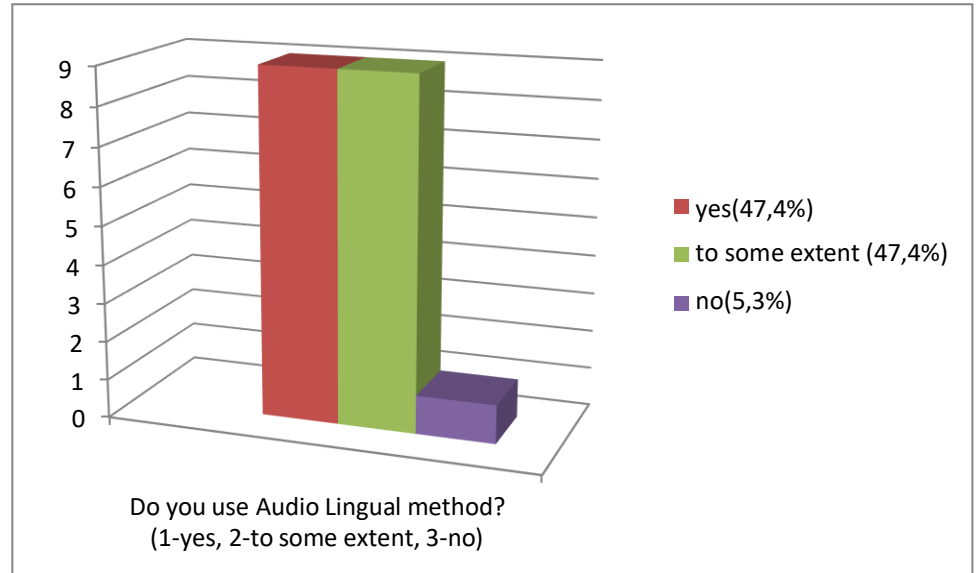
**Diagram 2.8. Attitude to the grammar-translation method**

The following question is a follow-up to the previous one. The participants were asked if they used the Grammar-Translation method in their own classes. Seven people admitted to using this form, twelve people admitted to using it to some degree, and no one said no.



**Diagram 2.9. The use of the grammar-translation method**

The next question stems from the preceding one. However, the aim of this question is to determine whether or not participants use the Audio-Lingual method in their classes. Nine people responded that they use this approach and seven that they do so to a degree. The majority, which amounted to one participant, said no.

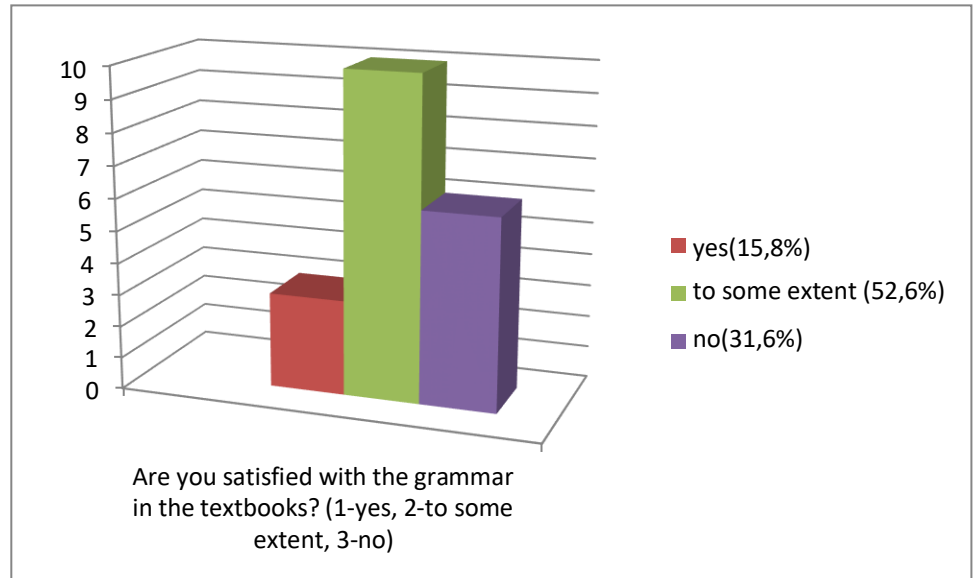


**Diagram 2.10. The use of the Audio-Lingual method**

The next question inquires as to whether or not teachers are pleased with the grammar of various textbooks available at their school or from which they teach. Three people said yes, indicating that they are pleased with the quantity and consistency of grammar textbooks

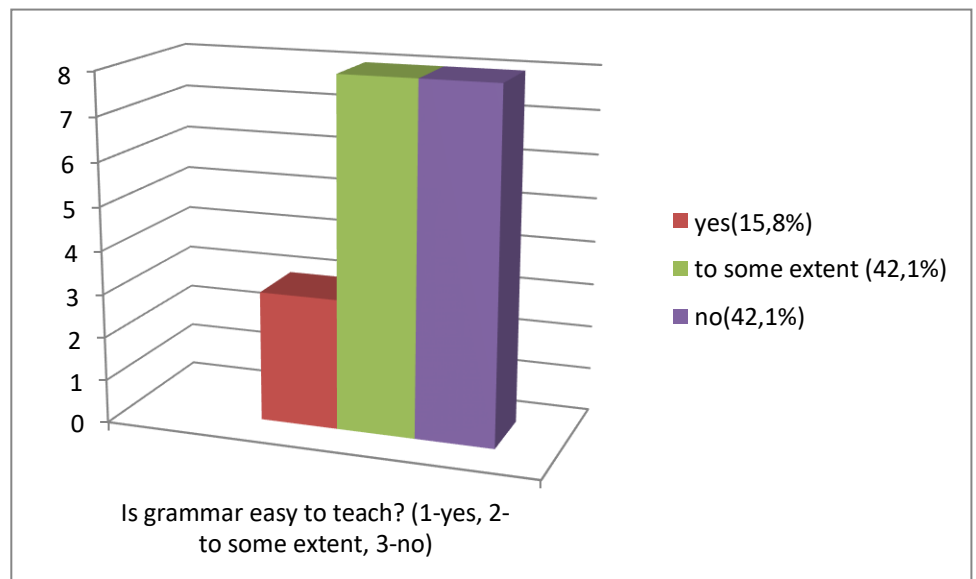


available. The majority of ten people are satisfied on some extent, implying that they are not fully satisfied with textbook grammar.



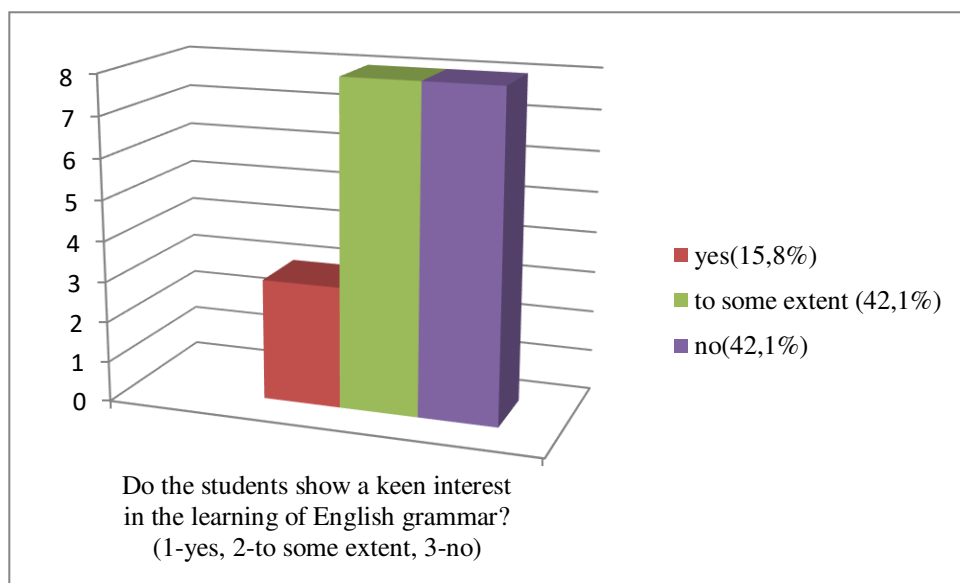
**Diagram 2.11. Attitude towards coursebook grammar**

The following question is about how participants feel about teaching grammar: whether it is simple or not as simple as one would believe? Three people said that teaching grammar was simple for them. 'To some degree' was chosen by eight individuals. The majority of them, including eight participants, agreed that teaching grammar was difficult.



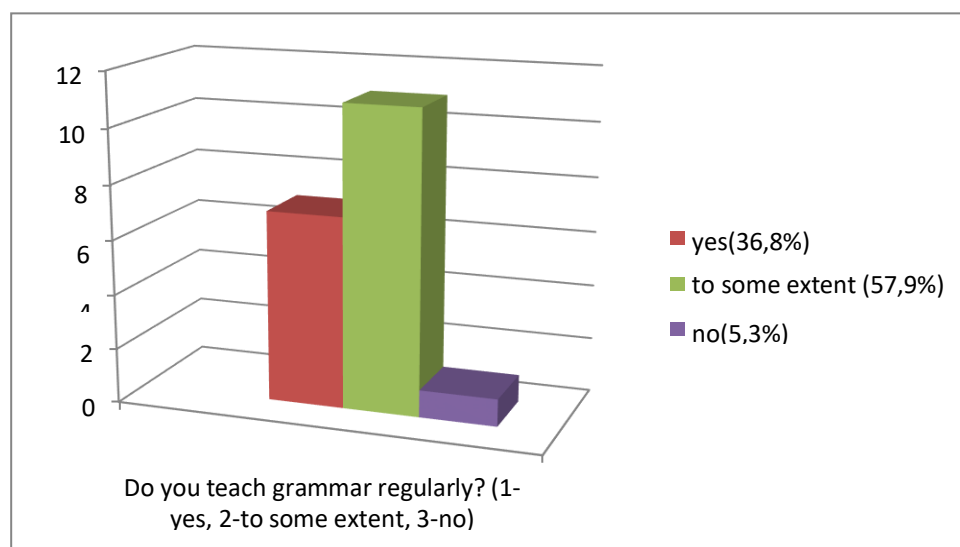
**Diagram 2.12. The level of difficulty of grammar instruction**

The next question is whether or not the students are enthusiastic about studying English grammar. This question pertains to students' behaviors, as well as teachers' perceptions of their students' enthusiasm and willingness to learn English grammar. Just three people said they are interested in studying English grammar. Eight people said that their students are not really interested in grammar. In addition, eight people said that students are disinterested in studying grammar.



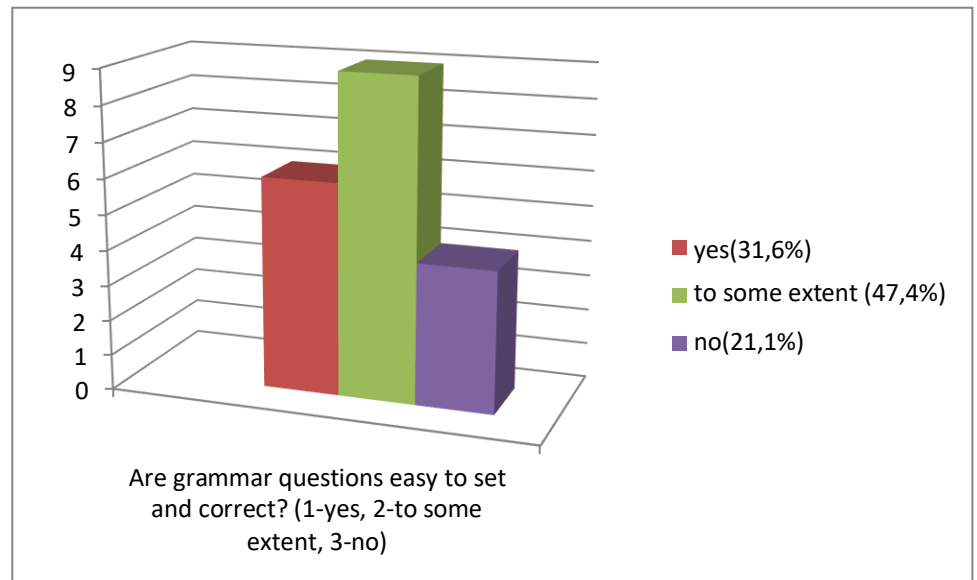
**Diagram 2.13. Learners' attitudes towards grammar**

The aim of the following questions is to determine whether or not the participants teach grammar on a regular basis. Seven teachers said they teach grammar frequently. Eleven people said they do not teach grammar that very often, and one person said no, indicating that they do not teach grammar very often.



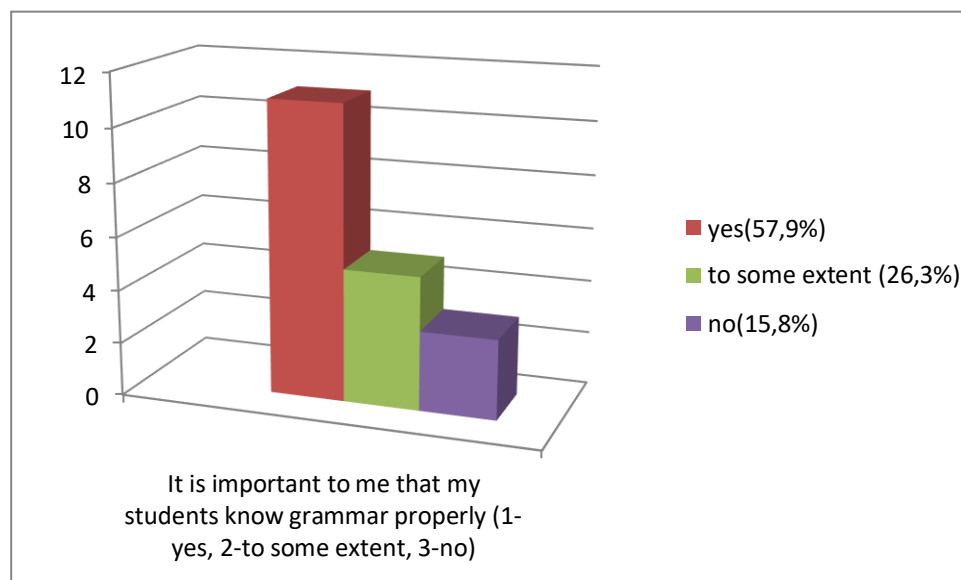
**Diagram 2.14. Frequency of explicit grammar teaching**

The following question is about evaluating and posing grammar questions. The participants were asked whether putting and grading grammar questions was easy. Six people believe it is simple to do these things, nine people believe it is simple to some degree, and four people believe it is difficult to set and evaluate grammar questions.



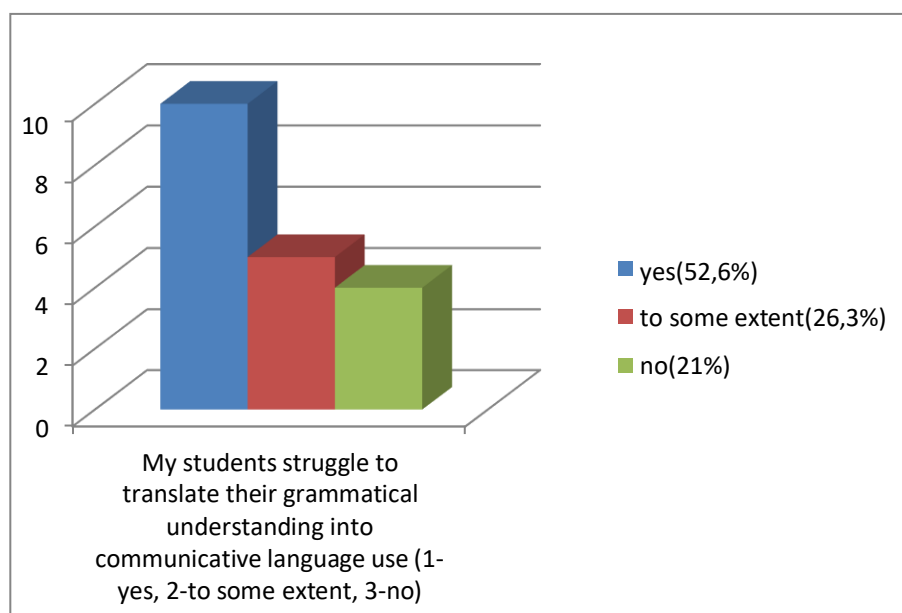
**Diagram 2.15. Questioning in grammar instruction**

The next question was whether teachers believe it is crucial for their students to know correct grammar or whether they believe it is not so important and can be overlooked. The majority of those who responded, eleven people, said that knowing grammar is vital to them. Five people said that it is significant to them in certain way.



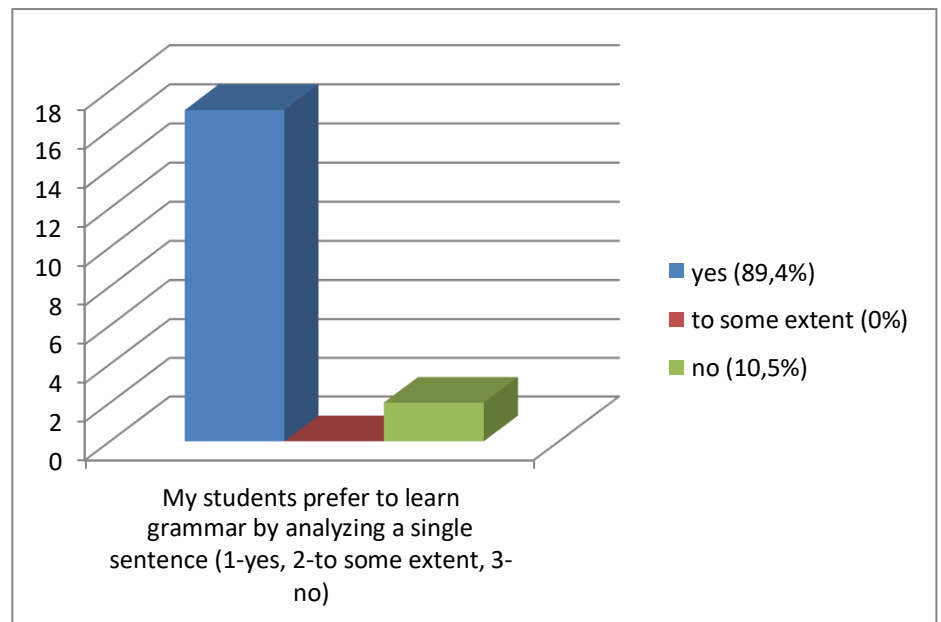
**Diagram 2.16. Importance attached to accuracy and declarative knowledge of grammar**

The following question seeks teachers' perspectives on their students' difficulties in translating their grammatical understanding into communicative language use. Ten people claim that their students can convert their grammatical knowledge into communicative language usage, which is the majority of the respondents. Five responds show that the students are able to do this to some extent, and the rest of the answers suggest, that students have great difficulties translating their grammatical knowledge into communicative language use.



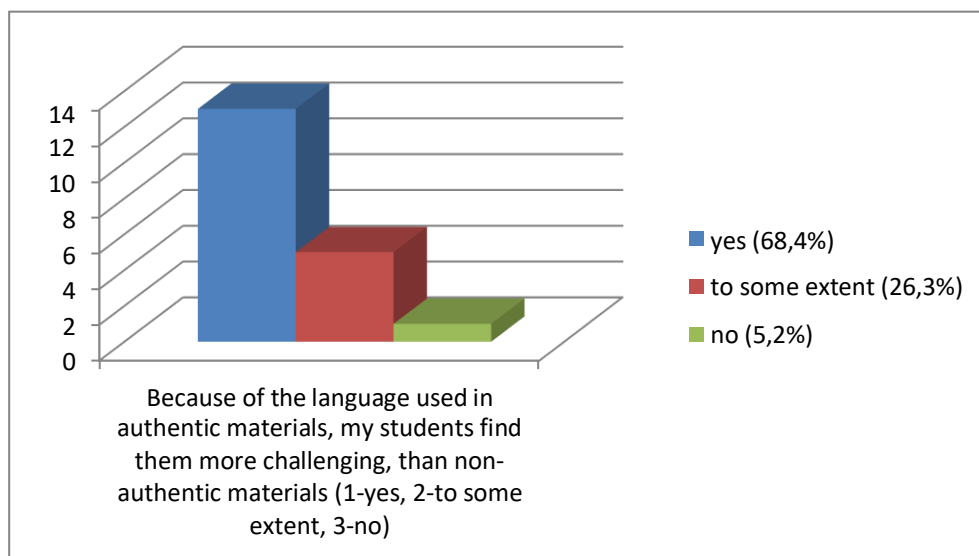
**Diagram 2.17. Perceptions about students' struggles translating grammatical knowledge into communicative usage**

The next question states that students prefer to study grammar by analyzing one sentence at a time. Unsurprisingly, the answers are similar. Most of the teachers agree with the statement, implying that students find it more easy and useful to analyze one sentence at a time. Only two of the respondents chose the 'no' button, which means that their students do not find it preferable to analyze one sentence at a time.



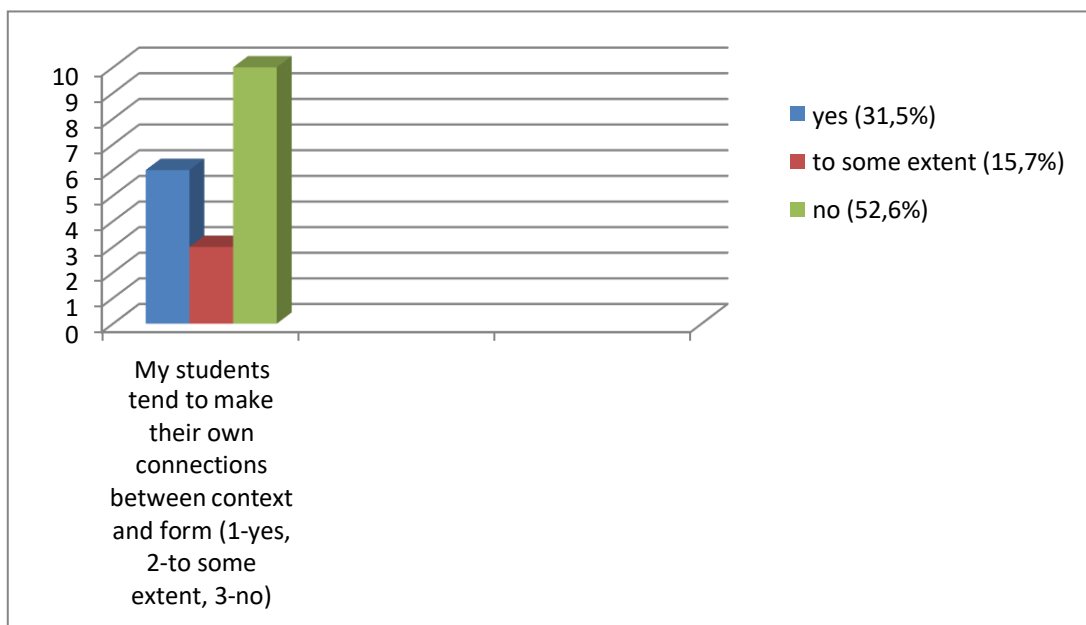
**Diagram 2.18. Students' attitudes towards grammar learning by analyzing a single sentence**

The last but one question states that students find it more challenging to use authentic materials than non-authentic materials. The majority of the teachers who answered, which is 13 people, agree that it is more difficult for students to study from materials that contain authentic parts. Five teachers answered that it is difficult to some extent and only person answered with 'no'.



**Diagram 2.19. The usage of authentic materials**

The last questions asks opinions about how teachers see their students’ usage of context and form: whether they are able to make connections between context and form. Unfortunately, more answers suggest, that the students sometime fail to make the connections between the context and the form. Only six teachers answered that their students know how to make logical connections between context and form.



**Diagram 2.20. Perceptions about students’ tendency to make connections between context and form**

## 2.5. Discussion and implications

The hypothesis that most teachers find teaching grammar challenging due to students' attitudes toward grammar has been proven. According to the responses, teachers find it more difficult to teach grammar to students who do not show a strong desire to learn it.

Teachers were found to align more strongly with the argument that grammar should be learned intensively rather than extensively.

The last hypothesis, that teachers believe it is necessary for their students to know grammar rules and speak the language accurately, has also been shown. The majority of the participants indicated that it was important for them that their students understood and used correct grammar.

When language learning and teaching is restricted to the classroom, the teachers in the sample believe that studying grammar is necessary for effective mastery of a foreign or second language. Teachers use grammar training on a frequent basis to achieve this aim.

The findings of this study suggest that teachers in the region are well aware of the knowledge of their students' grammar. It also indicates that most teachers prefer to teach grammar directly to their students by simply specifying and pointing out the rules. The current findings add to the growing body of literature on the difficulties of teaching and learning English grammar. If the debate is moved forward a better understanding from the learners' point of view needs to be developed.

## CONCLUSIONS

The forms and arrangement of words (called morphology) and how they are arranged in sentences are explained by grammar. To look at it another way, grammar establishes the standards for common use of both spoken and written language so that we can communicate more effectively. Grammar instruction has been reintroduced into language acquisition and teaching. In addition, research in the field has provided a variety of methods and techniques that working teachers can use in their classrooms.

In the classroom, teaching language structure is often seen as a challenging and difficult task for the teachers. Grammar, as is well known, can be a difficult aspect of both teaching and studying a foreign language. Language structure instruction has traditionally been thought of as the implementation and refinement of discrete syntactic constructs. This is the standard viewpoint in grammar textbooks.

Grammar instruction has its own position and meaning in language instruction, it may be concluded. A language cannot be mastered correctly until the grammar of the language is understood. Furthermore, since grammar may lead to interlanguage growth, choosing the appropriate grammatical constructs is a major concern. Linguistics offers a variety of grammatical models, including procedural grammar, generative grammar, and functional grammar. Syllabi have traditionally been focused on procedural or descriptive grammar. In foreign language instruction, grammar is located in the frontal area since it corresponds to communicative competence. Grammar instruction is required to meet the aims. Also for the most experienced learners, mastering grammatical distinctions takes a significant amount of time. Another critical question is whether students' normal understanding of grammar can be accelerated by teaching. Many academics believe that learning grammar rules is a waste of precious time. However, evidence shows that learners who got adequate grammar training advanced to the next level in a shorter amount of time than those who did not.

If grammar should be learned indirectly or directly is one part of the issue of difficulties in studying English grammar worth exploring. Important findings were discovered by researchers: directed learners had higher levels of grammatical maturity than naturalistic learners, and teaching did not ensure that learners would learn what they had been taught. These findings were interpreted as demonstrating that the acquisitional mechanisms of instructed and naturalistic learning were similar, except that instructed learners advanced faster and attained higher levels of proficiency. In learning a foreign language, the teacher's job is critical. Teaching entails not only standing in front of classes, but also leading students and creating a welcoming environment for students.



The difficulty of learning a second or foreign language differs from one learner to the next, and this variation is shaped by the skill that each learner possesses. Cultural gaps are one of the difficulties that English learners encounter during the learning process. Learners are often distracted as a result of their experiences. Furthermore, as students attempt to study English as a foreign language, they face several challenges. English has four main skills that are critical for proper English language learning; however, ESL learners must completely master those skills in order to be successful. Anxiety is another aspect that challenges English language learners, reducing the learner's strength and causes self-confidence loss. Personal factors are one of the most important factors that influence the outcome of language learning. In addition, a student's attitude toward learning grammar is significant.

Grammar was at the forefront of language pedagogy for a long time. It was once thought that understanding grammar rules was enough for learners to understand the language. There are a few grammar-based methods that look at grammar instruction from various angles. A presentation stage, a practice stage, and a production stage are all part of a three-stage structure. The recognition that learning a language entails more than just knowing its grammar prompted researchers to concentrate on interpretation and language usage in communicative contexts. Language learning as the acquisition of communicative competence is the primary goal of the communicative approach. The three dimensions of grammar that tutored grammar learning brings to the learner's attention: form, context, and usage, allow them to advance in their language competencies.

One of the more significant findings to emerge from this study is that teachers in the area are well aware of their students' grammar skills. It also suggests that the majority of teachers want to teach grammar to their students explicitly by clearly stating and pointing out the rules. The new research adds to the increasing body of knowledge about the challenges of teaching and studying English grammar. Teachers in the sample agree that practicing grammar is important for successful mastery of a foreign or second language while language learning and teaching is limited to the classroom. Grammar teaching is often used by teachers to accomplish this goal. If the debate is to progress, a deeper understanding from the perspective of the students must be created.

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## РЕЗЮМЕ

Для вчителів іноземних мов вивчення структури мови, як правило, є складним і важким завданням. Граматика представляє труднощі як при викладанні, так і вивченні іноземних мов. Традиційно викладання мовних структур розглядалося як впровадження та навчання дискретних синтаксичних структур. Традиційно навчальні програми базуються на структурній чи описовій граматиці. Граматика посідає важливе місце у викладанні іноземних мов з метою покращення комунікативної компетентності.

Метою даної дипломної роботи є виявлення труднощів, з якими стикаються учні та вчителі при викладанні та вивченні граматики англійської мови, та вказання шляхів подолання труднощів у роботі з граматичним матеріалом.

Об'єктом дослідження є навчання граматики іноземної мови в іншомовному освітньому процесі.

Предметом даної роботи є труднощі та проблеми, пов'язані з вивченням граматики англійської мови як іноземної.

Дипломна робота складається із вступу, двох частин, кожна з яких розділена на підрозділи, огляд літератури, а також висновки, список використаних джерел, резюме українською мовою. Перша частина - це критичний огляд літератури з даної теми, що присвячений висвітленню теоретичних засад проблеми навчання граматики іноземної мови. У другій частині здійснено емпіричне дослідження з використанням методу анкетування, присвячене вивченню ставлення викладачів іноземних мов до викладання граматики та підходів, які вони використовують для подолання труднощів, з якими вони стикаються при вивченні граматики.

Одним з найбільш значущих результатів цього дослідження є те, що вчителі в районі обізнані з проблемами, пов'язаними з розвитком граматичні навичок своїх учнів. З'ясовано, що більшість викладачів хочуть викладати граматику експліцитно, чітко викладаючи та вказуючи правила. Подальші дослідження необхідні для розкриття проблем, зумовлених особливостями викладання та засвоєння граматики англійської мови. Викладачі, які увійшли до вибірки, сходяться на думці про те, що навчання граматики є важливим для успішного оволодіння іноземною або другою мовою.

## APPENDIX

### Questionnaire

1. We should teach grammar explicitly in schools (1-yes, 2-to some extent, 3-no)
2. We should teach grammar when learners first start to learn English (1-yes, 2-to some extent, 3-no)
3. Grammar instruction should be intensive (e.g., cover a single grammatical structure in a single lesson)(1-yes, 2-to some extent, 3-no)
4. Grammar instruction should be extensive (e.g., cover many grammatical structures in a single lesson)(1-yes, 2-to some extent, 3-no)
5. Grammar should be taught in separate lessons (1-yes, 2-to some extent, 3-no)
6. It is better to integrate grammar to communicative exercises(1-yes, 2-to some extent, 3-no)
7. Do you know Grammar-Translation method? (1-yes, 2-to some extent, 3-no)
8. Do you use Grammar-Translation method? (1-yes, 2-to some extent, 3-no)
9. Do you know Audio Lingual method? (1-yes, 2-to some extent, 3-no)
10. Do you use Audio-Lingual method? (1-yes, 2-to some extent, 3-no)
11. Are you satisfied with the grammar in the textbooks? (1-yes, 2-to some extent, 3-no)
12. Is grammar easy to teach? (1-yes, 2-to some extent, 3-no)
13. Do the students show a keen interest in the learning of English grammar? (1-yes, 2-to some extent, 3-no)
14. Do you teach grammar regularly? (1-yes, 2-to some extent, 3-no)
15. Are grammar questions easy to set and correct? (1-yes, 2-to some extent, 3-no)
16. It is important that my students know rules of grammar and speak English accurately (1-yes, 2-to some extent, 3-no)
17. My students struggle to translate their grammatical understanding into communicative language use  
(1-yes, 2-to some extent, 3-no)
18. My students prefer to learn grammar by analyzing a single sentence (1-yes, 2-to some extent, 3-no)
19. Because of the language used in authentic materials, my students find them more challenging, than non-authentic materials (1-yes, 2-to some extent, 3-no)
20. My students tend to make their own connections between context and form (1-yes, 2-to some extent, 3-no)

## **NYILATKOZAT**

Alulírott, Vass Nikoletta, angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia Tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatomat más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.