Difficulties Encountered in Learning English Grammar At Intermediate Scholl From the Perspectives of both teachers and students

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Abstract

Language is a means of communication among individuals, groups and peoples. Communication is the function mainly performed by languages despite their different forms. Language is a human institution whose entity is reverted to the society that speaks it. Language is not only a complex phenomenon but also one of the main factors of cultural development. As a result, modern linguistic studies have been conducted to have an impact on the teaching of languages, especially since the middle of the present century. They have included linguistic and psychological foundations on which the teaching subjects were based, including methods of teaching. Hence, the importance of teaching any language with all its linguistic details, especially the English language, which is taught as a second language associated with the mother tongue in our schools. So, we find that we are still suffering from some Difficulties of teaching the English language with its grammatical rules and pronunciation identified as the Difficulty of the current research.

Research Objectives:

The current research aims to find out:

1. Difficulties faced by intermediate school students when studying English grammar
2. What Difficulties do teachers face when teaching English grammar?

To achieve the research objectives, the researcher used the following procedures

1. Asking an open question to the first sample and request them to mention the most important difficulties that hinder their learning English grammar

2. Preparing three scopes of difficulties
3. Preparing a questionnaire for both students and teachers includes three aspects
4. Applying the tool
5. Relying on the paragraphs that got the highest degree of accuracy for adoption in the final questionnaire

المستخلص

تعد اللغة وسيلة الاتصال بين الناس وذلك في نطاق الافراد والجماعات والشعوب وهذه الوظيفة تؤديها اللغات بصورة اساسية على الرغم من اختلاف بنيتها وتباينها فيما بينها فاللغة مؤسسة انسانية يرتد كيانها الى المجتمع الذي يتكلمها واللغة ظاهرة معقدة وهي عامل اساس من عوامل التطور الحضاري لذا قامت الدراسات اللغوية الحديثة وقد كان اثرها في تعليم اللغات كبيرا وبخاصة منذ اواسط القرن الحالي وقد شمل الاسس اللغوية والنفسية التي بنيت عليها المواد التعليمية ومن بينها اساليب التدريس ومن هنا جاءت اهمية تدريس اللغة بكافة مفاصلها اللغوية التي تعتمد عليها وبشكل خاص اللغة الانكليزية التي تدرس كلغة مصاحبة للغة الام في مدارسنا والمتتبع لذلك يجد اننا لانزال الى الان نعاني من بعض مشكلات تدريس اللغة الانكليزية وقواعدها والنطق بها وبذلك تحددت مشكلة البحث الحالي

هدفا البحث:

يهدف البحث الحالي إلى معرفة:

١.ما الصعوبات التي تواجه طلبة المرحلة المتوسطة عند دراستهم قواعد اللغة الانكليزية

٢.ما الصعوبات التي تواجه المدرسين عند تدريسهم قواعد اللغة الانكليزية

ولتحقيق اهداف البحث اتبع الباحث الاجراءات التالية

١- وجه سؤال مفتوح الى العينة الاولى وطلب منهم ذكر اهم الصعوبات التي تعيق تعلمهم لقواعد اللغة الانكليزية

٢- اعد الباحث ٣ مجالات للصعوبات

٣- اعد استبيان لكل المجالات الثلاث ولكل من الطلبة والمدرسين

٤- تطبيق الاداة

٥- اعتمد الباحث على الفقرات التي حصلت على اعلى درجة حدة لاعتمادها في الاستبيان النهائي

Section One

Research problem:

Language is a talking idea, a great miracle of thought and a tool that carries ideas and conveys concepts. Thus, it establishes the bonds of communication between the people of one nation and by which convergence, similarity and harmony are done between them. It is the cultural arsenal that protects the nation and the strength of intellectual and spiritual life (Helmi, 1966: p. 5).

Language is the one that moves the nation's spoken and written history. If there is a break between the language of the people and other languages, it will become amnesia linguistic, which will lead to fundamental changes in its mind and thought.

The language goes along with life if it lives up and progressed and lags behind if life lags or stops walking. The language of the people can realize the extent of their progress or underdevelopment, because the language is the record of the linguistic group and the divan, which is due to know what it achieved from the renaissance and the deficit or shortcomings (Al-Azzawi, 1984: p 24).

Language is the means of understanding among the peoples of the world and has a great role in rapprochement, understanding and cooperation between people.

It is the key of the various and growing knowledge accumulated and continuously evolving in this era of scientific progress in order to increase opportunities for joint cooperation between peoples and nations.

In addition, it is a tool for expressing thoughts, feelings, perceptions, and the primary function of language is communication within the context of the society to which you belong (Zechariah, 1983: 235). It is a means of communication between people due to the scope of individuals, groups and nations. This function is primarily performed by languages, although their structure and diversity differ between them.

Language is a human institution whose entity is reverted to the society it speaks (al-Kubaisi, p. 238). Language is a complex phenomenon and is a major factor in the development of civilization. Therefore, modern linguistic studies have had a great impact on the teaching of languages, especially since the middle of the present century. It included the linguistic and psychological foundations on which the teaching materials were built, including teaching methods (Jumblati, 1975: p. 17).

Hence the importance of teaching the language in all its linguistic details, which depend on it, especially the English language, which is taught as a language associated with the mother language in our schools.

As a consequence, we find that we still suffer from some difficulties of teaching the English language, grammar and pronunciation. Thus, the difficult of the current research was determined by the difficulties of teaching English language to middle school students.

research importance:

The teaching method is the only tool that works to deliver information and skill to learners and enable them to absorb and facilitate the learning process. When balancing the preference of the curriculum with the method we can say "a poor curriculum with a single content in teaching methods is much better than a curriculum rich in content and rigid in the teaching methods". (Al-Saffar, 1987, p. 218) (Herbert) believes that the achievement of educational goals depends on the way as a wide-spreading dependence on the broad curriculum interrelated in his experiences (Shaibani, 1983). Modern education has given the teaching methods great importance and considered it as the corner stone of the learning process because of its importance in translating the curriculum objectives into the values and concepts that the school seeks to achieve

The instructional subject, however abundant, is useless unless it encounters a successful method that helps the teacher to perform his duties in the best way (Jaber, 1967, p. 43). Diversity in the method is a duty, and if learning is done in one method then it is

insufficient, there is no one method that suits all students in the same class and in one subject. It is not possible to adhere to a single method of teaching, so it must be between what the student learns and reality through direct practices and the use of experience whenever possible. Hence the link must be said that the poor teaching methods in the teaching of English is one of the reasons for the weakness of students by most methods based on indoctrination and automated memorization, where the teacher is the focus of the teaching process and a major source of information (Al-Damen, 1990,169).

The importance of the current research comes from the importance of studying English grammar in the order of sentences and speech.

The researcher believes that identifying the difficulties of teaching English grammar among middle school students who suffer a lot from understanding this material helps teachers in taking the necessary measures that will lead to improve the teaching process. For the purpose of building the human in the information age that possesses the skills and abilities and employs human knowledge within the framework of a culture with deep roots for the purpose of practical thinking and local application (Shehata, 2002, p. 5). In order to determine the success of the teaching process and the extent to achieve the desired goals must be identified difficulties of teaching English grammar to diagnose the strengths and weaknesses in teaching them to enable us to raise the level of students in the intermediate stage.

Research Objectives:

Current research aims to find out:

1. What are the difficulties faced by middle school students when studying English grammar?
2. What difficulties do teachers face when teaching English grammar?
3. What proposals for the development of this article?

search limits:

Current research is limited to:

1 - Middle school students in the secondary day schools of the Karkh Directorate of Education first.
2- English language textbook to be taught by the Ministry of Education.

Define terms:
The difficulty
known by Al-Rawee (1966): It is a state of challenge requiring research and study and it is difficult to solve (Al-Rawee, 1999, p. 5).
Defined by Al-Sakran (2000): It is every difficulty or obstacle that impedes man from reaching a goal he wishes to achieve (Al-Sakran, 2000, p. 148).

Procedural Definition:
It is every obstacle that hinders middle school students from understanding and understanding English grammar.
Teaching
Defined by (Al-Hammadi and Ibrahim 1984) as: a situation in which the learner interacts through the teacher with the educational experience positive and active interaction ends with the achievement of the lesson of the acquisition of values and experiences and colors of behavior and abilities and skills, trends and preparations or modify and develop them (Al-Hammadi, 1984, p. 107).
Known by Kohl 1984: that every hard work is part of it craft and part of it art and part of it style and methods and part of it policies and all this takes time to make easy and ease grow through this complex role (Kuhl, 1984,12).
The procedural definition is:
All the work done by English teachers in order to acquire the skills and experience of scientific and practical best methods of teaching to reach certain objectives.

Section Two
previous studies

Al-Jarjari Study 2002

(Difficulties of Teaching Reading in the Preparatory Stage in Iraq and its Proposals)

This study was conducted at the University of Baghdad / College of Education and was aimed to identify the difficulties of teaching reading material in the preparatory stage**.** The sample of the study consisted of (394) male and female teachers, of whom 154 male teachers and 240 female teachers which were randomly selected from 106 secondary schools in the governorates of Baghdad, Nineveh and Basra. The researcher used the questionnaire as a tool for his research**.** To treat the data statistically, the researcher used the Pearson correlation coefficient, the difficult limit equation, the square of Kai and the percentage of weight. The research brought about in several results, including the lack of teaching aids associated with teaching methods and the weakness of students' reading ability in the previous stages (Aljerjri, 2002, pp. 13-23)

Wilkinson 1971 study

The study was conducted in Zambia and was aimed at identifying some of the difficulties of teaching geography at a rural secondary school in western Zambia. The school was religious and was run by the United Church of Zambia with 450 students**.** They are between the ages of 12–21 years and the duration of study is five years. Students in the first two years prepare for the traditional exam and then complete three years to prepare for G.C.E.O. The students of this school grew up in small, isolated communities and only care about the events taking place in their village. The study used the theoretical approach in investigating the teaching difficulties of geography and reached several results**:** Non-use of teaching aids in the teaching of geography, crowded class, rapid change of teachers and expatriates and hostile trends (Nisaburi, 1971. Pp. 54 --- 114)**.**

Adenyar tegun dumrong's 1996 study

The study aimed to identify (variables affecting the difficult of reading for a graduate Thai student)**.**

These variables are language ability in the target material, psychological factors and cognitive structures that influence the success and reading failure of English for a 31-year-old Thai student graduating in an information system program at an American

university. The researcher depended on the method of self-evaluation of the tested to read and speak Thai at a good level, although his written competence was lower than his other language skills. The tested gave a general and a reading questionnaire for the conceptual metacognitive perceptions of his reading strategies. These discussions were recorded during the special sessions of 90 minutes each week for two months in 1995 and the study reached several results, including:

The lack of cognitive background on the subject of the text may hinder the reader as well as the misconception of reading based on knowledge-based processing rather than text (Adunyar tegun dumrongk) (1996,65-123).

Section Three
Study procedures

Search procedures:

Study community:

The current research community consists of all 'middle school students / first Karkh for the academic year (2019-2020).

The study sample:

The sample of the study was taken randomly from the first Karkh schools:

The readiness of the directorate and its staff in expressing assistance and cooperation with the researcher, and providing all the facilities. The number of randomly selected research sample was 477 students from Al-Mamoon Secondary School, Karkh First. As for the teachers, the sample was 37 with English language specialization distributed between Maamoun and Mansour High School**.**

1- Searching Tool structure:

The researcher asked a question to the members of the survey sample of 114 students includes difficulties of teaching English grammar and ways to overcome those difficulties Annex 1**.**

Building the tool, the research tool was determined according to the nature of the research and its requirements because the use of the appropriate tool leads to correct results.

2- Building the tool

The research tool was determined according to the nature of the research and its requirements because the use of the appropriate tool leads to correct results. Since the present study aims at identifying the difficulties of teaching English grammar. The open questionnaire, which was addressed to the survey sample, was analyzed so that the paragraphs were constructed in a preliminary form of the questionnaire and three alternatives to the response.

3 - sincerity of the search tool

Honesty is defined as the ability of the instrument to measure what it was developed for (El Meligi, 1984, p. 389). For the purpose of achieving the sincerity of the research tool, the researcher adopted virtual honesty as it was presented to a group of experts, numbering 12 experts. The researcher adopted the paragraphs that got the approval of 5 experts and more paragraphs valid therefore the researcher reformulated some paragraphs based on the guidance of experts or delete some of them or merge similar paragraphs and thus the number of paragraphs as finalized became 76 teachers and 38 students.

4- Stability of the test

Stability is one of the qualities of measuring instruments that depend on it in research and the stability of the instrument means stability and convergence in results when applied to the same sample (Zobaie, 1978, 345). To calculate the stability, the tool was applied to 50 students. After two weeks, the same sample was re-applied and Pearson correlation coefficient was calculated: Stability was 0.89. It is a high proportion of stability for the questionnaire of teachers and 0.86 for the questionnaire of students and thus achieve honesty and stability of the research tool**.**

5 - Application of the search tool

After verifying the validity and stability of the tool, it was applied to the 37 research staff members and 477 students from the first Karkh. After clarifying the purpose of the research and its importance and its direct relationship with the teaching of the English language.

Section Four

results presentation and explanation

This Section presents the results of the researcher according to his objectives related to detecting the difficulties of teaching English grammar. Here are the steps that have been followed**:**

1 - Iterations of the three weights for each paragraph of the questionnaire is a major and secondary difficult and does not constitute a difficult. The degree of severity of each paragraph and its percentage weight were calculated by giving three grades for the first variant, two grades for the second variant and one degree for the third variant. All paragraphs were treated in this format and each paragraph within its scope in the questionnaires. The paragraphs are then arranged in descending order of the highest degree of severity and a percentage weight to below as shown in the appendices**.**

2. The paragraphs are arranged in descending order from the highest degree of sharpness and a percentage weight to the lowest**.**

3. Explanation and discussion of the difficulties of the highest degree of severity, whose severity will be limited to between 2.90 and a percentage weight of 96.80 as a maximum and of 2.42 and a percentage weight of 80.95 as a minimum, will be limited to students. And on the constraints that the degree of severity was limited between 2.85 and a percentage weight of 95.23 as a maximum and of 2.10 and a percentage weight of 70.32 as a minimum at the teaching staff, which has a degree of intensity of more than 2,000, the arithmetic average of the scale of the triple grading set before the paragraphs.

In this procedure the researcher adopted the highest degree of sharpness down to the lowest degree of sharpness adopted by the researcher of difficulties in interpretation and discussion.

First: Results of the students' questionnaire

1- difficulties in the field of students: This area included 11 paragraphs related to the difficulties of the rules of teaching English language, the degree of severity was limited between 2.90 as a maximum and 1.17 as a minimum, and a percentage weights between 96.80 as a maximum and of 39.23 as a minimum Table (1)**.**

No.	Paragraphs	Degree of Sharpness	centigrade weight
1	Poor language level for students	2.90	96.80
2	Poor student willingness to learn	2.88	96.16
3	Lack of follow-up lesson by students	2.84	94.74
4	The teaching method is not interesting for the student	2.74	91.40
5	The objectives of teaching English grammar are unclear	2.36	82.16
6	Not to use language in everyday life	1.88	62.75
7	Large number of students per class	1.88	6.75
8	Lack of student participation	1.60	53.66
9	Quota is insufficient to achieve goals	1.20	40.01
10	Students resort to memorization without understanding	1.18	39.44
11	Schools lack resources	1.17	39.23

Table (1)

From Table (1), paragraph 1 obtained the highest degree of severity, which explains that the poor level is due to the primary stage, which is the basis for language acquisition. Psychologists consider it as the main stage in language acquisition, while paragraph 6 has not used the language in everyday life because society is not accustomed to the use of English in everyday life and is mockery.

Curriculum **difficulties**

This area included 12 paragraphs related to the curriculum difficulties, the severity of which was limited between a maximum of 2.89 and a minimum of 1.11 and a percentage weights between a maximum of 96.56 and a minimum of 37.18, Table (2)

No.	Paragraphs	Sharpness	centigrade weight
1	Lack of consideration of the curriculum to the intellectual level of student	2.89	96.56
2	The style of presentation of the article does not help to understand	2.86	95.63
3	Interests in the theoretical side and neglects the practical side	2.76	92.10

4	The curriculum lacks suspense	2.63	87.77
5	The curriculum ends with the students completing the exam	2.57	85.92
6	The subjects studied are far from the Iraqi environment	1.89	63.25
7	Quotas are not given in time	1.70	56.85
8	Teaching material does not achieve the goal	1.19	39.80
9	Do not use audio labs	1.13	37.66
10	The curriculum is not cumulative	1.12	37.38
11	Poor relevance of subjects to the student's daily life	1.12	37.38
12	Subjects are not likable to the student	1.11	37.18

Table (2)

Observation of table (2) Paragraph 1 got higher sharpness, this explains that the curriculum is not suitable for the level of the student and is often harder or higher than his level, while the fifth paragraph got back due to the ignorance of the students to the importance of language**.**

difficulties of the teachers' field

This field included 15 paragraphs whose severity was limited to 2.77 as a maximum 1.56 as a minimum with a percentage weight of 92.53 to 47.20 as a minimum, Table (3).

N0.	paragraph	Degree of sharpness	centigrade weight
1	Lack of teachers' dependence on English only	27.7	92.53
2	Weak interest in students' tendencies	2.61	87.20
3	Teachers Stuck in One Way of Teaching	2.57	85.99
4	The teacher does not take into account the individual differences	2.46	82.08
5	Weak someone's level in their specialty	2.42	80.95
6	Lack of access to some modern teaching methods	1.91	63.96
7	The lesson lacks suspense	1.89	63.25

8	The teacher does not use the teaching aids	1.86	62.11
9	Lack of citation of some realistic examples	1.85	61.97
10	Most teachers depend on outstanding students	1.66	55.57
11	Too many lessons per teacher	1.63	53.54
12	Not taking into account the logical sequence in the presentation of the article	1.62	52.45
13	Lack of involvement of students in the lesson	1.60	50.39
14	Some emphasize learning by heart rather than understanding	1.58	48.30
15	The teacher does not stick to students to use English in class	1.56	47.20

Table (3)

From the table above we conclude

1 - paragraph 1 got the highest degree of sharpness and this explains to us several things, including non-use the English language by the teacher, especially the management of the class on the weakness and non-interest in the English language and also non-encourage on it.

2 - paragraph 5 obtained the lowest grade adopted by the researcher due to the poor professional and scientific preparation of the teacher, which clearly affected the level of teaching**.**

Second: the results of the teacher's questionnaire**.**

1- difficulties of the students field It includes 10 paragraphs between a maximum of 2.78 and a minimum of 1.57, Table (4).

No	paragraph	Degree of sharpness	centigrade weight
1	Poor llinguistic culture	2.78	92.85
2	Lack of student's concentration in the classroom	2.64	88.09
3	Lack of following up of English language programs	2.5	83.33
4	There is no motivation for language	2.32	77.83

5	Lack of student participation in class	1.98	63.09
6	The large number of students	1.80	63.05
7	Lack of students desire in English specialization	1.70	63.03
8	Weakness of students in previous grades	1.65	60.01
9	Students' interest in the subject ends with the end of the exam	1.61	60,000
10	Lack of teaching aids	1.57	60,000

Table (4)

From the table above it is clear that

1 - Paragraph 1 has the highest degree of sharpness and this explains the reason is the weak level of interest in English language by students and promised a culture of society because it does not encourage students in English language**.**

2. Paragraph 4 has the least sharpness, i.e. there is no motivation for the students. This concerns paragraph 1 and confirms it.

Curriculum **difficulties**:

This area includes eight paragraphs of difficulties related to the curriculum, the sharpness of which was limited between a maximum of 2.25 and a minimum of 1.70 and a centigrade weight between 75 and 51.30 as a minimum, as shown in table (5).

No.	paragraph	Degree of sharpness	centigrade weight
1	Curriculum is far away from the reality of students	2.25	75
2	The topics are difficult to understand	2.17	72.61
3	Topics do not contribute to the development of students' tendencies	2.10	70.23
4	Curriculum topics are not interrelated	1.92	64.28
5	The curriculum lacks of interest factor	1.85	61.90
6	Lack of educational means related to the curriculum	1.75	58.33
7	exhibit method of Topic is discrete	1.73	56.34
8	Lack of hours allocated to the material	1.70	51.30

Table (5)

From the table above we conclude**:**

1 - paragraph 1 got the highest degree of sharpness i.e. Curriculum is far away from the reality of students because of the fact that the curriculum develops by a non-Iraqi authority, any curriculum is far away from the reality of students

2 - paragraph 3 got the least degree defined by the researcher and also related to the same reasons because the curriculum is far from the environment of the student and does not work on the development of tendencies**.**

difficulti**es in the teaching domain**

This area includes 10 paragraphs, the degree of sharpness ranged between 2.85 as a maximum and a 1.30 as a minimum and a centigrade weight between 95.23 as a maximum and 39.30 as a minimum, as shown in Table (6).

No.	paragraph	Degree of sharpness	centigrade weight
1	Poor competence of some teachers	2.85	95.23
2	Teachers are not required to speak English language	2.71	90.47
3	The ambivalence of some teachers by encouraging students in language	2.67	89.28
4	Most teachers depend on discriminated students	1.96	65.47
5	Teachers do not take into account individual differences	1.64	54.76
6	They rely on the curriculum only	1.62	47.61
7	The goals are unclear for some of them	1.60	45.60
8	Teachers do not involve students in discussing topics	1.37	43.57
9	The predominance of the lecture style over other methods	1.34	40.50
10	Poor use of sound labs	1.30	39.30

Table (6)

By reviewing the table above, we conclude the following**:**

1- Paragraph 1 got the highest degree of severity due to the poor professional

2- preparation and teachers are not constantly involved in development courses.

Paragraph 3 got the lowest degree of sharpness adopted by the researcher, due to the fact that most of the teachers do not encourage students in the English language in general, some of them thinks it is difficult to teach that lesson.

Section Five

Conclusions, recommendations and proposals

1. Conclusions

1. Inadequate objectives in achieving what is required from them.
2. lack of benefit from the others experiences.
3. weak ability of teachers to develop students' inclinations.
4. Lack of diversity in teaching methods.
5. Weak student motivation.
6. Not taking into account individual differences.
7. lack of adequate educational means.
8. not to use the language constantly within the class.

2. Recommendations

1 - The need to involve teachers in putting or selection of the curriculum.

2 - Notifying teachers on the objectives of teaching English grammar.

3. Obligation to develop tendencies and trends.

4 - Stay away from initiation.

3. Proposals

1. Conducting a similar study for this study at all levels.

2 - Conduct similar studies in all subjects and objectives.

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Appendix 1

Survey questionnaire addressed to students
Dear Student ---------
The researcher aims to carry out research marked with the difficulties of teaching English grammar to middle school students from the point of view of students and teachers and to reveal the aspects that affect the study of this topic, so please answer the following question:
What difficulties do you face when studying English grammar
Thanks for your cooperation

Appendix 2

Survey questionnaire addressed to teachers
Dear teacher ---------
The researcher aims to carry out the research marked with the difficulties of teaching English grammar to middle school students from the point of view of students and teachers and to reveal the aspects that affect the study of this topic, so please answer the following question:
What difficulties do you face when teaching English grammar
Thanks for your cooperation.