Perceptions of Undergraduate ESL Learners towards Syntax Contents & Teaching Methodology

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Abstract
Syntax is one of the important branches of theoretical linguistics that deals with the study of structural constructions of various languages. However, learners often find studying and internalizing the contents of syntax a challenging and daunting task. To address this issue, mixed-method research was conducted to evaluate the perceptions of fifty non-randomly selected sixth-semester undergraduate ESL learners with reference to the course contents and teaching methodology. The survey research design was employed, and the data were collected through a comprehensive questionnaire. The findings of the study reveal that most of the learners studied grammar at schools and colleges through deductive approach. This grammar background has enabled them to grasp syntax course contents quite unscientifically. Moreover, the learning process was facilitated by comparing English syntactic constructions to those of the Urdu language in addition to the structures of other languages. However, there are some topics that learners find fairly strenuous and exacting to internalize. These contents include tree diagrams, structural ambiguity, forms and functions, phrase structure rules, and X-bar rules. Personalized instruction and extensive practice can make these course contents less challenging. The learners generally have felt their overall satisfaction with the teacher's interactive and learner-centered teaching methodology.

Keywords: deductive approach, syntactic constructions, structural ambiguity, X-bar rules

1. Introduction:

Languages are spoken and written with certain principles specified. There are conspicuous rules which people follow while using a language. Receptive and expressive ways of language use have their own principles such as writing, reading, listening or speaking. All the skills have
their own principles; however, grammatical rules are followed in both the areas of language use whether they are spoken or written. Grammar is one of the core systems of language along with phonology, morphology, and discourse (Nunan, 2003). Grammar is an umbrella term that includes phonology, morphology, syntax, and semantics. This shows that syntax is one of the aspects of grammar that deals with how words are arranged to form phrases and phrases to have clauses and finally clauses to generate well-formed and grammatical syntactical constructions. A native speaker forms and attests grammatically acceptable constructions on the basis of unconscious knowledge that one has as a result of external exposure and mental processing. On the other hand, a non-native speaker learns a second or foreign language through extensive exposure and explicit instruction in the classroom. English, in Pakistan, is learned by the students through exposure and classroom instruction.

Grammar is explicitly taught in our government-run educational institutions where in most cases English grammar is instructed through the deductive approach; on the contrary, English medium private schools teach grammar through the inducted approach in most cases. However, the deductive approach is also used to teach grammar in some cases. At the university level, syntax is included in the syllabus to help students learn various aspects of syntactic constructions.

Syntax is one of the dimensions/aspects of grammar which deals with how words are arranged to form phrases, phrases are arranged to have clauses and finally, the clauses are organized to have syntactic constructions. Tallerman (2011) stated that syntax is the study of sentence construction: how individual constituents group together to form phrases, then clauses, and finally sentences. Syntax has often been a challenging subject for undergraduate students, especially for those who did not study grammar deductively in their schools and colleges. Therefore, they find it a daunting task to internalize the course contents. Keeping in view the teachers always try their level best to help students negotiate with the course contexts. The main aim/objectives of this study were to analyze perceptions of undergraduate students towards the syntax course contents and to get feedback on the teaching methodology used in the classroom to devise strategies for the future. The present study is limited to undergraduate students enrolled in BS English at NUML.

2. **Statement of the Problem:***

Syntax is one of the important aspects of grammar and is an integral part of the undergraduate
and graduate English linguistic programs in most of the universities of Pakistan and overseas. Syntax is the study of the structure of a language from various aspects enabling the learners to produce grammatical constructions and to rule out ungrammatical ones on the basis of their syntax knowledge and understanding. Since it is a highly technical subject and learners find it a challenging and daunting task to comprehend and analyze the contents of syntax at the undergraduate level. Therefore, perceptions of undergraduate learners need to be analyzed to ascertain their problematic areas and to devise teaching strategies to address those issues and areas. Moreover, from the review of the literature, it is evident that there is still some room to observe the perceptions of learners in Pakistani ESL classrooms; hence, this study is significant as it may be conducted by other researchers in their own situations and contexts.

3. **Significance of the Study:**

The research is significant for undergraduate BS English learners enrolled at National University of Modern Languages, Islamabad, and for the faculty teaching at the department. Syntax is one of the aspects of grammar and is a highly technical subject. Due to this, learners often find it challenging to master the contents of the discipline. Therefore, teachers must adopt a learner-centered teaching methodology to help learners master the contents of the subject. To assess the difficulties encountered by the learners, the research has used the survey design to ascertain the perceptions of the learners regarding the subject contents and teaching methodology. The data analysis reveals that the learners overall were satisfied with understanding the course contents and teaching methodology. However, there were some topics that they found challenging. The present research is significant for the researcher as it will assist and guide in devising effective teaching strategies in combating the encountered challenges. Moreover, the study is also significant for other faculty members teaching syntax at the BS level.

4. **Research Questions:**

1. What are the perceptions of the undergraduate students toward course contents?
2. How effective is the teaching methodology used by the researcher in the classroom?

5. **Literature Review:**

After defining the key terms, the problem statement, and the study's significance, the literature review is covered in this section. The previous studies have been briefly discussed here to show
the gap in the existing literature. Moreover, this section has put the present study in its context. A study was conducted to implement the Surgery strategy to help learners overcome the difficulties faced by high school students in reading and understanding the structure of English sentences. This reading strategy proved effective to overcome the students’ reading problem because the students can visually see the connection between the clauses in complex sentences. This process will make students understand and remember the rules in English sentences. Furthermore, another advantage is students will be more confident to use their English (Adrian & Rosa, 2012). Similarly, Lasnik (2013) elaborated on his experiences of teaching introductory graduate syntax for forty years and offered some observations and suggestions that might be helpful to others. He particularly emphasized two things: the importance of developing good homework problems and of timely and thoughtful responses to assignments; the necessity of stimulating active participation in class discussion.

Mertelj (2011) in his paper presented some results about the mastery of complex-clause syntax among Slovenian high-school students who learned Italian as a foreign language. He started from the premise that the mastery of syntax is an objective to be achieved at the receptive and, to a degree, also at the product level. Hence, what knowledge most secondary school leavers have developed is shown according to various groups of learners. Different types of knowledge were tested: intuitive comprehension, metalinguistic knowledge, and productive knowledge of complex syntactic structures. The results seemed to imply that a considerable lack of appropriate knowledge has been identified, in particular at the product level. It is here where problems arise, since for Slovenian learners the syntax of Italian complex clauses is objectively difficult. It presupposed the speaker’s ability to master the system and use of tenses, which are perceived as particularly hard to learn. However, Arifianto (2021) described the strategy for using the Quranic Arabic Corpus to create Arabic syntactic teaching and learning materials (TLM), particularly for higher education. The study investigates a different Arabic syntax TLM evolution using a corpus, one of the most significant resources for linguistic research. Corpora have been extensively used in creating educational resources in recent years. The Quranic Arabic Corpus is useful for enhancing grammatical knowledge and conversation as well as for providing further references or examples. To simply include the syntactic analysis of each word in the Quran in the analysis, examples, and sections of each chapter or section, it is possible to use the extremely adequate syntactic annotations recorded in this corpus.
A teacher must embrace ICT (Information and Communications Technology) integration in order to prepare students for the twenty-first century. Teachers must learn how to use technology in their lessons in order to keep up with knowledge and modern technologies. An excellent technological tool for the learning process is the Edmodo program. (1) Teacher factors, such as education, length of teaching, age, gender, frequent training, the openness of teachers to accessing information, teaching locations (city or village), participation in the organization teachers, and pedagogical competencies of educators in delivering materials, are factors that affect the success of using Edmodo applications learning. Facilities and infrastructure include things like buildings rooms, computers, software, internet connections, school infrastructure, and instructions for utilizing the Edmodo app (Sugito et al., 2017).

Izomovich and Fazliddinovna (2022) comment that the goal of syntax is to generate an endless number of statements from a relatively small number of rules that specify the syntax structure. Linguistics employs ideas like linear order, morphological word categories, and sentence components to explain English syntax. The teacher’s language abilities include an important component called syntax understanding. To teach a second language teachers might make use of their understanding of syntax. From the aforementioned studies, it is evident that no research has been conducted to ascertain the perceptions of Pakistani undergraduate students; the present research is an endeavor to bridge this gap.

6. **Theoretical Framework:**

For the present study, social constructivism theory has been used. Social constructivism is a process that organizes the learner’s experiential environment, according to social and educational philosophy. Knowledge is actively generated by learners rather than passively received. Everything we know is socially produced. Constructivists hold that there are no unchanging, universal truths, that researcher bias cannot be eliminated, that it is impossible to generalize from one research site to another, and that it is difficult to study multiple, socially constructed realities piecemeal. People integrate knowledge and form their worldviews through processes known as reorganization and reconstruction associated with learning. Constructivism has caused an emphasis on learning strategies, learner beliefs, teacher thinking, and other components of learning that emphasize the person in language education Richards
et al. (2003). For this study, the data has been collected through a survey to ascertain the perceptions of undergraduate learners toward the course content and teaching methodology.

7. **Research Methodology:**

For the present study, mixed method research has been used because the developed survey contains both statements and open-end questions. Mixed methods research employs both quantitative and qualitative research procedures for conducting research to understand a given research problem comprehensively (Gay, 2016). Cresswell and Clark (2007) commented that mixed-method research is used due to the integration of qualitative and quantitative data. The survey design has been used for the present study, and the questionnaire was administered at the end of the semester. The questions included in the survey were about the students’ grammar background at schools and colleges and their perceptions of the course contents and teaching methodology.

8. **Instrument:**

The researcher developed the instrument based on the contents of the syllabus, research methodology used in the classrooms, research questions, and research objectives. The research instrument contains statements and open-ended questions. The instrument is valid as it is aligned with the research questions and research objectives. The reliability of the instrument has been ensured through pilot testing.

9. **Population:**

The population of the study comprises of all the learners of BS (Hons) English 6th semester; there were four sections of the 6th semester (morning) enrolled at the Department of English, NUML, Islamabad, with an almost equal number of learners in each section.

10. **Sample:**

Out of four sections of English BS learners, two sections were non-randomly/purposively selected as both the sections were instructed by the researchers for four months, and at the end of the semester, an online survey was conducted to ascertain their perceptions about the course contents and the teaching methodology adopted by the researchers. The survey consists of statements and open-ended questions which means that both quantitative and qualitative data were collected. The online survey was administered to the students and their responses to statements were analyzed through the description of the numerical data, and open-ended
questions were analyzed on the basis of the learners’ responses. Tables and pie charts were not intentionally used to make this study as precise as possible. The present study is purely conducted for research purposes and the identities of the participants are not revealed.

11. Data Analysis:

In this section, the data collected through the survey were analyzed. The statements in the data are based on the learners’ background knowledge of grammar, the perceptions of the learners towards the course contexts of the syllabus, and the teaching methodology adopted by the teacher to instruct the course. Based on the responses of the learners, the teacher would tailor his teaching methodology and future course of action. The survey consists of statements, statements, and open-ended questions.

a. I studied English grammar at school.

The analysis of the data shows that 99% of the students were taught English grammar in their schools which shows that they have grammar background knowledge and are familiar with the grammar terminology. Therefore, syntax should not be a problem for them. The next statement is whether they have been instructed English grammar at the college level or otherwise.

b. English grammar, at school & college, was taught for translation purposes.

Out of the 41 respondents, 29 learners responded that grammar was taught for translation purposes in their schools and colleges, and 12 respondents instructed grammar for inferring the rules of grammar from the text. This shows that most of the learners were taught grammar deductively and less number of the learners were instructed through inductive methodology. This shows that syntax teacher has to use both deductive and inductive methodology to assist learner internalize syntax content. The background knowledge of the learners may influence their perceptions about syntax at the undergraduate level.

c. I found syntax challenging and difficult at the beginning of the semester.

In response to this statement, 22% strongly agree, 46% agree, 19% remain neutral and 12% disagree with this statement. The results of the data show that most of the students are of the view that syntax is a challenging subject at the beginning of the semester; though, they have not started studying this subject. This is because of the assumption they enter the class, and this belief is due to the fact that they discuss or overhear from their seniors about a particular subject. It is the teacher’s job to diffuse this kind of assumption if any from the minds of the
learners so that smooth learning may take place.

d. Comparing English syntactic constructions with syntactic constructions of other languages was interesting.

In response to this statement, 27% of the respondents strongly agree to this; 63% agree to this statement while the remaining 10% either remain neutral or show their disagreement to this statement. This analysis shows that it is important to do comparisons among the syntactic constructions of various languages. Through this sort of syntactic comparison, the learners figure out the similarities and dissimilarities between different languages. The learners’ involvement and understanding can be enhanced through such comparative study. Besides, the learners may find it interesting when asked to compare the syntactic constructions of their languages to that of the English language.

e. Comparing English syntactic constructions with syntactic constructions of Urdu & other Pakistani languages is useful for understanding.

The analysis of the data on this statement shows that 39% of the respondents strongly agree with this statement, and the same percentage of the subjects agree with it. This shows that a large number of the participants would like that a comparison to be drawn between their mother language and the target language, and through this syntactic comparison they have witnessed the sentential similarities and dissimilarities between the two languages. However, about 21% of the respondents either remain neutral or disagree with this statement which may be due to the fact that both English and Urdu languages are quite different languages; therefore, the learners may find it difficult to draw comparisons. Moreover, the respondents do not have much conscious knowledge about their language so they may find it difficult to draw such sort of syntactic comparison. The next statement is about the structural analysis of English phrases to infer phrase structure rules.

f. English phrase structure rules were easy to understand.

12% of the respondents strongly agree with this statement, 41.5% think that phrase structure rules were easy to understand; 24% remain neutral, 19.5% have shown their disagreement and 2.4% strongly agree to this statement. This shows that about 46% of the respondents either remain neutral or disagree to this statement which indicates that phrase structure rules are difficult to understand and memorize for the learners. This is because of the fact that phrase
structure rules are too many for different lexical categories, and it is very demanding to remember them and to apply them. However, the best way to deal with this issue is to remember them through contexts as without contexts it is misleading and hard.

g. Tree diagrams to display phrase structure were easy and interesting.

From the analysis of the previous statement, it is evident that the learners find it difficult to internalize the phrase structure rules. However, the response to this statement is quite revealing. 24% of the respondents strongly agree to the statement; 56% of the subjects are of the view that tree diagrams are easy to draw, 9.8% of learners remain neutral and the same percentage disagree to the statement. This shows that about 80% think that tree diagrams are easily drawn and only 20% had different opinions. This may be due to the fact that most of the learners have visual styles, and when the phrase structure rules, which they think were difficult, were presented visually, they manage to internalize them easily. Furthermore, phrase structure rules are also used to understand structural ambiguity.

h. Structural ambiguity was easy to understand through phrase structure rules.

Structural ambiguity refers to a statement that conveys two interpretations. This is because there are two deep structures out of which one surface structure is generated. The analysis of the data reveals that 20% of respondents strongly agree that structural ambiguity is easy to understand through phrase structure rules; 39% of the subjects agree to the statement; however, 31% were not sure whether it is difficult or easy to understand structural ambiguity; 10% disagree to the statement stating that structural ambiguity is difficult to be decoded through phrase structure rules. From the above, it is concluded that 59% agree and 41% disagree to the aforementioned statement. The teacher needs to pay extra attention and provide reinforcement to understand this aspect of syntax. In addition to phrases, clauses are another aspect of understanding syntactic constructions.

i. English clauses were easy to understand and analyze.

The data given above about phrase structure rules in syntactic construction ‘I’, shows that the learners encountered difficulties in internalizing phrase structure rules. However, in the case of clauses, they found it easier to understand the structures and kinds of clauses. The learners’ data reveals that 24.4% of the respondents strongly agree to the aforementioned statement in ‘I’; 51.2% of respondents agreed that they did not encounter any difficulties in internalizing
the concept of clauses. On the contrary, 17.1% remain neutral, and 7.3% disagreed to the statement that clauses are easy to understand and analyze. From this analysis, it is clear that the majority of the respondents easily understood the structure of clauses. This may be because they had previous knowledge of the clauses and their kinds. On the other hand, they did not study the structure of phrases deductively; therefore, they found it challenging to understand the phrase structure rules. Besides clauses, syntactic forms or lexical categories are an important dimension of understanding syntax.

j. Syntactic forms were easy to understand and learn.

Syntactic forms are lexical categories that learners are familiar with. In other words, they had background information about the syntactic forms. The data analysis reveals that 12.2% strongly agree to the statement that syntactic forms were easy to understand and learn; 63.4% of the respondents agree to this statement; 17.1% show their neutrality and 7.3% disagree to the statement. This analysis shows that most of the respondents found it easy to internalize syntactic forms which means that the previous knowledge of the respondents counts a lot. Syntactic forms and grammatical functions go side by side.

k. Grammatical functions were easily understandable.

Grammatical functions are somewhat difficult to understand, especially predicative complement, oblique complement, adjunct, etc. Due to these terms, some of the respondents found it difficult to comprehend the notion of grammatical function. The analysis of the data reveals that 17.1% of the respondents strongly agree to the statement that grammatical functions are easy to understand. 56.1% agree that they did not have any difficulty, 22% remain neutral and 4.9% disagree that grammatical functions are easily understandable. Once again, the new terms of grammatical functions like predicative complement, oblique complement, and adjunct were difficult to internalize for the learners. In addition to the grammatical functions of various phrases, different semantic roles are also an aspect of phrases.

l. Semantic roles were difficult to understand.

Semantic roles are the roles assigned to various constituents by a verb phrase; as a verb is the most important constituent of a syntactic construction, it determines and assigns various roles to another constituent in the constructions. In other words, it dictates or governs the various constituents of a construction. Most of the respondents found it difficult to internalize this
notion. The analysis of the data reveals that 2.4% strongly agreed to the statement that semantic roles were difficult to understand; 26.8% agreed to the aforementioned statement in 13. 43.9% remain neutral; 19.5% found it easy to understand semantic roles and 7.3% strongly disagreed to the above statement. The reasons for this issue could be a lack of enough practice due to the scarcity of time, and the complexity and the novelty of the topic. Besides semantic roles, the concept of the X-bar model is another important concept used to generalize phrase structure rules.

I do not find any difficulty in understanding the X-bar rule.

The X-bar model is used to replace phrase structure rules as the latter were very detailed and difficult to remember and explain the structure of various phrases. The X-bar rule has three levels for a phrase structure: phrase level, intermediate or bar level, and lexical level. Due to this new concept, the respondents found it difficult to internalize. Only 2.4%; strongly agreed that the X-bar is easy to negotiate; 26.8% of the respondents agreed that the X bar was easy. However, a majority of the learners disagreed to this statement. 43.9% remained neutral, 19.5% disagreed to this and 7.3% strongly disagreed to the statement in 14 above. This shows that almost 70% of the respondents did not internalize the concept of the X-bar easily. This shows that the teacher needs to provide more reinforcement and the learners should be asked to draw tree diagrams using this model to consolidate this concept.

In my opinion, the teaching methodology adopted by the researcher is effective.

The teaching methodology adopted by the teacher plays an important role in assisting students in comprehending syntax concepts. The researcher has used both inductive and deductive teaching approaches to cater to the learners’ style of the learners. As students have studied grammar both deductively and inductively previously; therefore, the teacher used a hybrid of both these approaches. The analysis of the data reveals that 25% of the respondents strongly agreed to the teacher’s methodology in the class; 55% reported that they contended with the teacher’s methodology, 17.5% of the respondents remain neutral and 2.5% of the subjects disagreed to the statement. Based on the analysis of the data, it is appropriate that the teacher needs to reflect to make the classes more interactive and engaging.

Generalizing concepts through analyzing constructions is more convenient (inductive approach)
Deriving out the rules from the given text or syntactic constructions is called the inductive approach, and it is used extensively to teach grammar and syntax. By analyzing the data it is evident that 25% of the respondents strongly agreed to the notion that the inductive approach was effective; 52.5% of the subjects showed their contentment with this methodology whereas 22.5% remained neutral. The subjects who remained neutral may be due to the fact that they preferred the deductive approach.

p. The teacher’s teaching methodology has worked well.

Responding to this statement, most of the respondents were well-satisfied with the teacher’s overall teaching methodology to instruct syntax. The analysis of the data shows that 32.5% strongly agreed to the teacher’s methodology; 50% of the respondents agreed to statement 17 given above; 15% of the subjects remain neutral and 2.5% did not like the teacher’s methodology. To conclude, it is assumed that more than 85% of the respondents agreed to the teacher’s methodology.

q. What topics were difficult to understand and master?

The students have different responses to these open-ended questions; however, the difficult topics which the learners encountered are ‘phrase structure rules, structural ambiguity, the X-bar rules, tree diagrams with grammatical functions labels, the difference between complements and modifiers, and the difference between a complementizer and a conjunction’. However, through assignments, presentations, homework, and extensive exercises, the researcher has tried to help learners comprehend and practice these topics to facilitate learning.

r. Why were these topics challenging?

To these open-ended questions, the respondents come up with different responses. These include ‘the complexity of ideas, lack of practice; lack of aptitude toward grammar and syntax, technicality of the subject, the identification of phrases, absence from classes, lack of attention/focus, and lack of grammatical knowledge at schools and colleges. By paying attention to these aspects of the respondents’ issue and devising appropriate strategies, the learner’s issues can be minimized if not totally eliminated.

s. Studying syntax of different languages was interesting and informative.

At the end of the semester, the learners’ perceptions drastically changed. Most of the learners agreed with the statement that learning syntax is informative and interesting especially when
the comparative study of syntax is carried out. Of the 41 respondents only 1% disagree with the aforementioned statement whereas 7% remain neutral. This shows that almost 92% of the respondents changed their perceptions. This may be due to adopting an appropriate teaching methodology, listening to the learners, answering their quarries, and helping learners infer rules from the given data.

12. Discussion:

At the beginning of the semester, the learners had the perception that syntax is a difficult subject; this is due to the fact that learners got feedback/overheard about various subjects from their seniors and developed their perceptions. However, the researcher tried to defuse that mindset at the beginning of the semester. Despite this, the learners found phrase structure rules challenging because they were too many to remember and recall, and they did not have background knowledge about these rules. On the contrary, English clauses were easy and comparatively less troublesome as the learners had previously studied clauses at college. Moreover, the X-bar rules, grammatical functions, tree structures, and constituents’ tests were some of the demanding topics for the learners. Some of the learners stated that the concepts were numerous and it was difficult for them to differentiate between various concepts. Some other learners commented that they were less focused and remained absent; therefore, they could not comprehend various concepts properly. Moreover, most of the learners were of the view that they received less reinforcement and practice due to scarcity of time; they, therefore, could not do well in syntax. However, the learners mostly were quite contended with the inductive teaching methodology of the researcher. The studies mentioned in the literature review show that various aspects of syntax and teaching syntax were researched: to enhance the structure of clauses in complex sentences, the surgery strategy of reading skills was adopted; to improve their understanding of syntax, proper homework was assigned and the feedback of written assignment was meaningfully and timely provided; to develop the understanding of a foreign language syntax, both receptive and productive skills were used; to increase their interest, the comparative syntax was instructed and the learners were made to compare the syntax of their own language to the syntax of a target language; to help them motivate, the use of technology like ‘Emodo’ was introduced in the classes and to enhance their syntax competence the teacher’s competence and skill in syntax was studied. The aspects of all these researchers were mostly used by the researchers during the study. For example, the
inductive approach was used to infer syntax rules from the given syntactic constructions, the comparative syntax strategy was also employed; the learners were provided with timely and meaningful feedback and they were also given two assignments and a quiz as a part of formative assessment. However, the application of the technological tool for example ‘Emodo’ was not attempted.

13. **Findings:**

Most students had this perception at the beginning of the semester that syntax would be challenging for them. However, during the semester most of the learners have not found it difficult. The students liked comparing English syntactic constructions to syntactic constructions of foreign languages, and national and regional languages to figure out syntactic similarities and dissimilarities. However, there were some topics that the learners found challenging to internalize; these include phrase structure rules, the X-bar rules, grammatical functions, structural ambiguity, and tree diagrams with grammatical functions. As regards the teaching methodology, the respondents were quite satisfied with the inductive approach used by the teacher to instruct the contents of the syllabus; however, due to the security of the time the respondents could not do extensive practice of the contents in their classes.

14. **Conclusions:**

Overall, the researchers’ inductive teaching methodology has worked well. The learners were asked to derive syntactical rules from the given syntactic constructions. Most of the course contents for example clauses, tree diagrams and grammatical functions, and syntactic categories were easy and less challenging for the students. However, some topics for instance the X-bar rules, phrase structure rules, and structural ambiguity were difficult for the students. The formative assessment strategies were also employed. These included classroom quizzes, assignments, presentations, and summaries at the end of each class. However, the teachers need to provide extensive practice by assigning classroom activities to facilitate the students. Moreover, students having difficulties in a particular topic need to be instructed and guided individually or in groups. Besides, the use of technology may also be considered to cater to learners’ interests and motivation. Finally, the researchers need to get regular feedback from the students so that reinforcement activities for difficult topics may be incorporated.
References:


through edmodo in the beginners’ class. *Learning, 6*(4).

