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A Study on English Grammar Learning Among Language Students through a Linguistic Lens

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Abstract

This study investigates how students and learners who are acquiring English as a second language acquire English grammar, specifically within the context of English translation studies. Utilizing field methods such as questionnaires and an analytical examination of the learning trajectory, this research focuses particularly on the challenges encountered during the learning process. The participant group consists of roughly 80 students from the University of Applied Science and Technology in Tehran. A statistical analysis employing the SPSS software, alongside a focused study involving 30 students from the Islamic Azad University Islamshahr Branch, serves to delineate and scrutinize the collected data in this domain. Grounded in the theoretical principles of linguistics, this research proposes innovative insights into pedagogical strategies and the methodologies adopted by learners. The results reveal a tangible link between linguistic study, the discipline of linguistics itself, and grammatical knowledge, highlighting the significance of theoretical frameworks and a purposeful stance towards enhancing communication skills and grammatical mastery as pivotal in mastering English grammar. The study advocates for a context-oriented method, leveraging linguistic competencies, interactive engagement, and the development of language abilities, including phonetics, as conceptual frameworks for advancing grammatical proficiency. Moreover, it underscores the necessity of integrating linguistic studies into the educational curriculum, emphasizing its critical role for both educators and students. By offering a novel perspective on the interplay between linguistics and pedagogy, this research paves the way for a renewed, application-oriented, and structured engagement with linguistic science in forthcoming scholarly inquiries within this field.

Keywords: English Grammar, Linguistics, Second Language Acquisition, Abstract Schemas, Communication Power

1. Introduction

Grammar is viewed as a collection of syntactic guidelines that are essential for the construction of meaningful sentences, occupying a pivotal role in educational domains. In the absence of these guidelines, linguistic frameworks cease to exist. Within linguistic theory, the intertwining of pedagogical strategies and methodologies is a fundamental concept. Linguists regard grammar as the cornerstone of the educational framework, emphasizing its critical significance. The absence of grammatical knowledge complicates the processes of reading and comprehension, while proficiency in the English language is deemed vital for societal advancement.

Acquiring a foreign language, particularly English, necessitates proficiency in various skills such as reading, listening, speaking, and writing, in addition to mastery over phonetic, grammatical, and lexical elements. Within the field of linguistics, phonology examines the physical attributes of sounds, phonetics delves into the patterns and systems of speech sounds, morphology explores word structures, and grammar focuses on sentence construction. These elements are interrelated in a continuum that significantly influences the understanding and examination of language's diverse facets, with phonetic elements laying the groundwork.

Traditional grammar views the discipline as the art of accurate speaking, writing, and language organization, categorizing it into lexicology and syntax or sentence structure analysis. Presently, grammar constitutes a vital segment of linguistic studies, encompassing phonology, phonetics, morphology, syntax, and semantics as foundational components of linguistics.

"Leibniz," a trailblazer in modern linguistics, advocates for grammarians to be versed in the grammar of multiple languages and underscores the necessity for a symbiotic relationship between grammarians and linguists.

2. Problem Statement

Grasping grammar serves as an introductory pathway to the English language's structure, making it accessible for students with limited opportunities for language study. It acquaints them with the essential structural elements of the English language, including syntax, morphology, phonology, and various linguistic theories (Wardhaugh, 2002, p. 1). Opinions on grammar instruction vary. Some educators argue that the significance of grammar teaching lies in the exploration of language rules and engaging in practical activities. Conversely, other educators contend that effective grammar learning occurs through participation in diverse language activities that do not concentrate explicitly on rules. This study delves into the effectiveness of utilizing humor in teaching English grammar. It aims to demonstrate that humor not only facilitates the learning of grammar but also enhances the overall learning experience and assists in the memorization and review of grammatical principles (Kamal Abdulmajeed, Khalil Hameed, 2017, pp. 40-42).

The role-oriented and corpus methodology offers insights into the practical use of grammar, underscoring the importance of motivation, interest, and comprehension of grammar as a functional tool within linguistic structures not just for grammarians and

students, but for anyone interested in the linguistic framework, providing perspectives on how it shapes our understanding of real-world occurrences. This approach allows for observational analysis, where traditional grammar analysis falls short, suggesting that grammar and vocabulary development reflect our values, identities, and ideologies. Studies in critical discourse analysis have increasingly incorporated role-oriented grammar and corpus linguistics, aiming to deepen the empirical data's relevance across the humanities, social sciences, and cultural studies (Coffin Carolin et al., 2004, pp. 1-336).

There appears to be a necessity for a collaborative relationship among the interconnected research communities, including language-teaching professionals, grammarians, and linguists. Educators in language teaching seek valuable insights into language development and functionality, while linguists look to explore the instructional benefits and theoretical validation of their work. This topic is explored within linguistic theory literature, emphasizing the significant link between these two disciplines (Hudson, 2008, pp. 53-65).

Linguistics has largely been restricted to higher education and has not received the necessary focus within primary and secondary school syllabuses, creating a pressing need for its inclusion in educational frameworks, potentially catalyzing profound changes. These changes might encompass evaluating teacher preparedness, fostering the growth and hands-on use of language in early education, encouraging partnerships between linguists and educators to enhance the status quo with an emphasis on adhering to national educational guidelines, and building collaboration among linguistics professionals and teachers to pursue shared objectives, thus elevating the recognition of language and linguistics' role in this domain (Denham, Lobeck, 2010, pp. 1-164).

Grammar instruction constitutes a crucial component of language teaching across global curricula. The relationship between the theories of linguistics and the teaching of grammar is markedly important, necessitating a more lucid and detailed grasp of these concepts through the lens of advanced sciences. The foundation of much of the structured literature on teaching grammar is rooted in conventional grammar. It is recognized that the approach to linguistic analysis in education is somewhat outdated; hence, integrating insights from modern linguistic studies can offer students profound understanding and innovative perspectives, while also aiding educators in providing more comprehensive and enhanced teaching methods (Van Rijt et al., 2019, pp. 621-648).

3. Theoretical Foundations of the Research

Linguistics has expanded its reach beyond the humanities into various scientific disciplines, significantly impacting the field of language teaching. According to Richards et al. (1992), achieving proficiency in a second language encompasses three essential skills:

1. The capability to naturally write and speak the language
2. The skill to communicate fluently with a strong command of intonation, vocabulary, and grammatical structures
3. The capacity to engage in effective and ideal communication

4. The aptitude for delivering an uninterrupted and coherent speech without cognitive difficulties or communication breaks (Khansir, Pakdel, 2016, p. 373).

Drawing from Chomsky and Hyams' (1971) generative theory, this concept touches upon the aspects of communication power and grammatical structure (Khansir, 2012). Communication power encompasses both sociocultural and functional elements, encompassing speech acts and the context of speech (ibid, p. 374).

Redford (1998) contends that while grammar has traditionally been categorized into two distinct areas, it essentially pertains to the intracommunicational studies of morphology and syntax. Morphology examines how words are formed from smaller units known as morphemes, and syntax deals with the construction of phrases and sentences. Khansir and Pakdel (2016) suggest that grammar is intrinsically linked to language study, shedding light on the challenges associated with learning and the effective application of language in everyday life (p. 140).

Katamba & Stoneham (2006) explain the concept of grammar through the lens of linguistics, bridging the gap between modern linguistic theories and traditional grammar. Traditional grammar focuses on morphology and syntax, whereas the generative approach extends to include semantics, vocabulary, and phonology. As such, the framework of grammatical rules is broad, covering phonology, morphology, semantics, and syntax. These rules aim to outline the consistent patterns found within linguistic data. Certain grammar texts present prescriptive rules in the form of propositional sentences, rooted in conventional models. Students need to acquire the grammatical and vocabulary rules of the language they are learning (p. 375).

The significance of teaching English as a Foreign Language stands paramount in educational discourse (Johnson, 1999). He emphasizes that linguistics lays the groundwork in education, introducing a new field, innovative approaches, and a comprehensive understanding of language's essence in education. Linguists consistently offer the most effective strategies and motivational techniques to enhance the learning experience. English, in particular, incorporates various linguistic disciplines, and for over six decades, linguists have endeavored to integrate theoretical models of language into second language teaching methodologies, focusing primarily on generative, cognitive, and structured linguistic theories (pp. 377-378).

Cognitive linguistics offers overarching frameworks that challenge the cohesive and singular notions presented by generative theories, positing that language development, akin to other areas of cognition, is a gradual process shaped by experience. This branch of linguistics, with its emphasis on usage-based models, sheds light on the mechanisms of language acquisition through environmental interaction and overall cognitive functions. Linguists must deepen educators' comprehension of language acquisition's essence, aiming to refine the educational process. According to Wilkins (1972), the evolution of the English language is intertwined with scholarly fields such as linguistics, psychology, sociology, and the pedagogy of English, tracing back to 1957 with the advent of behaviorist language teaching by Fries and Lado (ibid, p. 381).

The role of linguistics in the evolution of English language instruction from the 1940s to today has been significant, enabling language educators and curriculum designers to amass a wealth of insights on linguistic theories, methodologies, strategies, and pedagogical practices that enhance instruction. Wilkins (1972) contends that the contribution of linguists is crucial in elevating teachers' awareness, thereby bolstering their proficiency and leading to the cultivation of more seasoned educators. The critical role of linguistics as an indispensable instrument in language education within classrooms is undeniably recognized. Knowledge in linguistics equips language educators with a better comprehension of English grammatical principles, facilitated by advanced pedagogical techniques (ibid, p. 381).

In their 2005 publication, Denham and Lobeck explore the critical role of linguistics within educational settings, particularly focusing on the integration of linguistic knowledge within K-12 education. They delve into two essential inquiries:

1. Identifying the segments of linguistic knowledge that are most useful for educators to possess
2. Determining the most impactful and efficient activities and projects for imparting this linguistic knowledge to K-12 students.

The authors highlight the significance of foundational linguistic knowledge in shaping educators' methods of addressing language-related subjects within classrooms that feature a rich tapestry of linguistic and cultural diversity. Furthermore, the book offers concrete examples demonstrating the application of linguistic awareness in various educational processes such as teaching methodologies, evaluation techniques, and the development of academic curriculums, all aimed at bolstering the core goals of language arts programs, bilingual education initiatives, and ESL (English as a Second Language) education (Denham, Lobeck, 2005, pp. 1-290).

4. Research Background

4-1 Domestic Background

In the 2004 study conducted by Karim Sevari, the focus was on identifying the key elements that influence the learning of general English language courses among the student population at the Islamic Azad University of Mahshar. The study randomly selected 173 participants, comprising 96 women and 77 men, for a cluster sample. Data for the study were gathered through questionnaires and analyzed, with the reliability of the findings confirmed through Cronbach's alpha method, resulting in a score of 0.96. The research highlighted that factors such as the quality of teaching, the availability of educational resources and materials, and the curriculum content play crucial roles in the effective learning of English language courses (Karim Sevari, Karim, 2014, pp. 23-36).

In their 2016 research, Aryan Hossein and colleagues explored the pedagogical strategies for grammar instruction in the "Teaching Language and Iranian Culture to Non-Persian Speakers (AZOFA)" textbook. The study points out that contemporary methods for teaching a second language predominantly draw upon established linguistic theories and learning methodologies. These methods underscore the importance of focusing on four key

areas: vocabulary, grammar, meaning, and culture for second language acquisition. The study found that in the context of teaching non-Persian speakers, there is a pronounced emphasis on grammar instruction, including the teaching of rules, enhancement, and evaluation of grammar learning. The aim was to conduct a comprehensive analysis of the AZOFA textbook across six dimensions: instructional approaches, the emphasis on context, sequencing of grammatical points, the volume of grammatical exercises, and the inclusion of both productive and diagnostic tasks. The findings revealed that the initial book in the AZOFA series is characterized by a grammar-centric, non-communicative teaching approach. It was observed that the series lacks overall cohesion in the selection and organization of grammatical topics, with minimal attention given to the practical application and contextualization of grammatical concepts within the content and designated activities (Aryan Hossein et al., 2016, pp. 20-38).

In 2008, Behjat Fatemeh explored the link between inductive and deductive grammar instruction and its effect on the English grammar performance of both male and female students. This study highlights the necessity of mastering a range of fundamental and ancillary skills for foreign language acquisition. It points out that irrespective of the prevailing grammar teaching theories, essential abilities like speaking and writing have been taught using both inductive and deductive strategies. The findings reveal a significant correlation between the method of grammar instruction and the learners' gender, indicating that boys benefit more from deductive approaches, while girls find inductive strategies to be more effective (Behjat Fatemeh, 2008, pp. 1-13).

Further, Hosseini Nasab and Gol Mohammadi Nejad's 2010 study delves into the role of blogging in enhancing students' academic performance and their enthusiasm towards English language learning. The research involved the use of technology to bolster grammar skills in two randomly selected boys' high schools in Tabriz, creating an experimental group and a control group, each consisting of 30 students. The analysis highlighted a marked difference in the outcomes of the two grammar assessments and the level of interest between the groups. The findings suggest an uptick in the students' eagerness to learn, with blogging proving to be an effective social learning tool for improving language proficiency (Hosseini Nasab, Gol Mohammadi Nejad, 2010, pp. 41-67).

In 2015, Izanloo and Farangi investigated the effects of both symmetric and asymmetric support on university students' acquisition of English grammar. To conduct this study, 42 female students aged 19 to 24 were chosen through convenience sampling. Following a preliminary test, they were allocated into two groups to receive either symmetric or asymmetric forms of support. The findings revealed that asymmetric support techniques significantly outperform symmetric ones in improving students' knowledge of grammar. These results suggest practical approaches for educators, emphasizing the importance of pair and group activities in the classroom. The study notes that teachers often form these pairs based on either the age or the knowledge level of students, recommending the formation of duos at varying proficiency levels for more effective learning (Izanloo Majid, Farangi Mohammadreza, 2015, pp. 103-187).

Moradi Rahim et al. (2016) undertook a qualitative study to examine the challenges of learning English within the secondary education system, using the Weinstein and Fantini model. This approach involved gathering data through unstructured interviews until reaching theoretical saturation, with the sample including English teachers from both genders in Karaj, concluding after 25 interviews. The research identified several critical issues affecting English language learning, including outdated teaching materials, unsatisfactory content in textbooks, a curriculum that neglects the comprehensive development of all four language skills, the employment of teachers inexperienced in modern and effective pedagogical techniques, reliance on grammar-heavy content and text-based instruction, student disengagement and lack of motivation, and reliance on grammatical translation methods for textbook composition. These elements were found to significantly impact the effectiveness of English language education (Moradi Rahim et al., 2016, pp. 129-154).

Soleimani Shila et al. (2022) undertook research to assess how the flipped learning model could enhance university students' self-reliance in solving problems related to English grammar learning. This practical study, utilizing a semi-experimental approach, focused on leveraging the flipped learning model to improve academic outcomes. The study specifically targeted students who had participated in Aladdin's short-duration English specialization courses between 2017 and 2019, totaling 380 participants. The results demonstrated that incorporating the flipped learning model, in conjunction with conventional pedagogical techniques, significantly boosts students' problem-solving independence and grammar learning performance, ultimately increasing their self-confidence. The study suggests the need for further research in diverse educational disciplines and courses, recommending the evaluation of this educational approach across broader participant groups (Soleimani Shila et al., 2022, pp. 539-551).

Similarly, in 2022, Nemati et al. investigated how the capacity of working memory affects the acquisition of English vocabulary and grammar through both inductive and deductive instruction methods. They highlighted the pivotal role of working memory as a cognitive system in the variances observed in second language acquisition among individuals. Their findings, derived from linear regression and two-sample t-tests, underscore that both the phonological loop and central executive components of working memory considerably impact the learning of vocabulary and grammar, regardless of the instructional approach. Notably, the study found that the deductive approach to teaching grammar is more effective than the inductive method, suggesting that understanding the influence of working memory capacity is crucial for language teaching strategies (Nemati et al., 2022, pp. 793-821).

In their 2023 article "Approach to the Preparation and Compilation of Indigenous English Language Teaching Materials and Resources," Vahdat Sedigheh et al. examine the significance of English as an instrument for global communication, predominantly instructed using international English textbooks. The piece details the creation process of local teaching resources, drawing on Tomlinson's text-focused methodology and pertinent

research insights. It emphasizes the critical role of selecting suitable teaching texts as a foundation for enhancing and reevaluating the approach to language education, grounded on the notion of providing sufficient opportunities for the meaningful application of language and orienting students towards understanding its essence. The advantages of using local educational content include a more effective response to the needs of learners, improved alignment with the specific features of the learning environment, increased motivation, the establishment of an appropriate learning context, and the development of cross-cultural communicative competence. These benefits are presented as solutions to the potential cultural challenges found in global English language textbooks (Vahdat Sedigheh et al., 2023, pp. 1-30).

4-2 Foreign Research Background

Pavlović (2010) introduced several hypotheses rooted in cognitive linguistics, notably highlighting Goldberg's "Construction Grammar" as a significant and evolving theory within the cognitive linguistic framework for analyzing grammatical structures. This study aims to evaluate various theoretical models within cognitive linguistics for their practical applicability in language education across academic departments and institutions. By examining both syntax and lexicon beyond the scope of existing theoretical discussions, this research acknowledges the efforts of scholars who have identified a tangible link between cognitive linguistics and the teaching of foreign languages. It further undertakes the task of cataloging and assessing ELT (English Language Teaching) textbooks that effectively incorporate both linguistic and cognitive approaches in their methodology (Pavlović, 2010, pp. 79-90).

In their 2017 work, Kamal Abdulmajeed and Khalil Hameed delve into the diverse perspectives on grammar teaching, noting that a substantial number of educators underscore the value of grammar instruction, which encompasses the study of rules and hands-on activities. Conversely, some educators argue that grammar acquisition occurs through various linguistic tasks without an explicit emphasis on rules. Their research investigates the role of humor in linguistic theory as applied to grammar education, scrutinizing how employing humor can significantly enhance the efficiency of grammar learning. This strategy not only bolsters the learning experience but also supports the memorization and revision of grammatical principles, thereby elevating students' comprehension (Kamal Abdulmajeed, Khalil Hameed, 2017, pp. 40-42).

In a 2020 article, Denham explores the role of students as researchers within the linguistic and social dimensions of grammar and linguistics education. He observes that traditional language studies in the early stages of education in the United States have experienced a decline in emphasis on language structure and grammar. He highlights the critical need to focus on the science of linguistics and to grasp grammatical and linguistic principles, thereby empowering students to tap into their inherent language knowledge. This approach would facilitate the use of scientific methods in data analysis (Denham, 2020, pp. 1_16).

Saleem khasawneh Mohammad Ahmad (2021) delves into the effectiveness of multimedia in improving the understanding of English grammar concepts among students who face challenges in these areas. The study seeks to answer a specific research question related to this instructional strategy. An examination of 100 male and female students demonstrated that those who utilized multimedia computer applications as cognitive tools, in conjunction with discussions, attained a higher level of comprehension and mastery of English grammar compared to their counterparts. This outcome highlights the importance of integrating multimedia tools as cognitive aids in educational environments (Saleem khasawneh, Mohammad Ahmad, 2021, pp. 373_384).

In 2021, Syakur embarked on a study that highlighted the importance of linguistics within the educational framework at Universitas Bakti Indonesia UBI. The advancement of technology, alongside English language teaching, can be implemented through various strategies and intensified efforts. Among these, a significant focus is placed on bolstering the role of linguistics, especially applied linguistics, in the English learning process. This involves a deep understanding of the principles of language learning, which are essential. Theories of language, especially in speech and teaching, seamlessly aid in the expression of languages, particularly English. Utilizing a descriptive and qualitative methodology, this study indicates that the method of teaching English language resources and materials is crucial not only in the educational context but also acts as a communicative medium that captures the essential and fundamental principles of English language teaching. It underscores the need for learners to participate in extensive processing and practice (Syakur, 2021, pp. 677_683).

Macabre (2022) delved into the application of SFL (Second Foreign Language) linguistics in language teaching and learning. Michael Halliday, leveraging his broad teaching experience from English to Chinese and vice versa, acknowledged the obstacles learners encounter and sought to create cohesive indicators for understanding the workings of language and methods of acquisition (for improving language quality, refer to Halliday, 2006, p. 16). Thus, the foundation of language teaching is based on a clear theory, which regards content as a crucial and inseparable aspect, advocating for a systematic elucidation of the relationship between linguistic features (Halliday, 1960_2007, p. 160).

In their 2023 study, Zhao Jizheng and Huang Jin delve into the impact of frequency on the mastery of grammar and vocabulary among both Chinese native speakers and international learners of English. This research aims to ascertain the significant role frequency plays in the acquisition of the English language. The findings suggest that variables such as the type of learners, the frequency of language exposure, and the grammatical properties of words collectively influence the understanding of grammar and vocabulary. It emphasizes the vital importance of exposure to frequency in the learning and comprehension of vocabulary (Zhao Jizheng and Huang Jin, 2023) www.frontiersin.org.

Kumayas and Lang Kuovan (2023) tackle the challenges associated with learning grammar in their article. They observe that even well-versed English speakers struggle to impart grammatical knowledge to students, highlighting that grammar is an essential skill

that develops through learning English as a second language. In comparison to other linguistic skills, grammar is often viewed as less imperative. The study stresses the importance of incorporating grammar instruction at the intermediate classroom level, arguing that a thorough grasp of grammar is crucial for improving students' writing, speaking, and additional skills (Kumayas and Lang Kuovan, 2023, pp. 98_105).

5. Research Hypothesis Questions

1. What are effective strategies for mitigating weaknesses in learning English grammar from a linguistic perspective?
2. What role does linguistics play in improving the quality of English language teaching within the educational framework?

5-1 Research Hypotheses

1. Achieving proficiency in linguistic skills, such as phonetics and phonology, by employing a meaningful communicative approach that is context-focused and aimed at developing communication power, can be an effective strategy for enhancing English grammar learning methods.
2. Acquainting oneself with the science of linguistics, from cognitive, systematic, and practical viewpoints, can significantly contribute to raising the level of language knowledge and awareness among both educators and learners, thus ameliorating the educational environment.

6. Data Analysis Method

This study was implemented using two methods: initially, through fieldwork involving the distribution of questionnaires to Persian-speaking translation students at the University of Applied Science and Technology in Tehran, with a statistical population of 80 students, and subsequently, by executing a sample study within a class of 30 students from Islamic Azad University. These approaches offered valuable insights into the learning and teaching of English grammar, alongside the challenges encountered in this domain. The research adopted a descriptive-analytical methodology, leveraging SPSS software and Cronbach's alpha for its analysis.

7. Data Analysis

Regarding the initial question of the survey on the level of interest in studying a foreign language, 61.5% of participants expressed the highest level of interest in their chosen field. Concerning the fifth question, which probed the effectiveness of the educational system in imparting phonetic, speech, and practical skills during school education, 60.3% of the 27 respondents deemed it minimal. This reflects that the educational framework has been ineffective in actively imparting practical and communicative skills, highlighting a need for enhancements in this area. Addressing the tenth question about the engagement of teachers and instructors in offering effective teaching methods for speaking, reading, or writing skills at both school and university levels, 17.9% of 14 respondents rated it as minimal, 50% (39 respondents) considered it moderate, and 19.2% (15 respondents) viewed it as high. This implies a need for a more pronounced and attentively considered role of educators in conveying these skills.

Answering the twelfth question related to the alignment of respondents' careers with their field of study, 51.2% rated it as moderate. In response to the thirteenth question on the time commitment and emotional dedication to utilizing a communicative approach, 46.2% described it as moderate. This demonstrates that employing a communicative approach effectively requires sufficient time, dedication, and guidance from experienced trainers, all of which are interrelated and mutually reinforcing. Regarding the seventeenth question on speaking proficiency, 52.2% of respondents rated their skill level as moderate. Similarly, proficiency in reading skills was considered moderate by 44.9% of respondents for the eighteenth question, and the writing skill level was described as moderate by 43.6% for the nineteenth question. This suggests that proficiency in these three skills is interconnected, forming a cohesive and ongoing developmental process.

Table 1: Frequency Distribution of Proficiency in Speaking Skills

Variable	Options	Count	Percentage
Respondents' Proficiency in Speaking Skills	Weak	17	21.8
	Moderate	41	52.6
	Good	11	14.1
	Very Good	9	11.5
Total		78	100

Table 2: Frequency Distribution of Proficiency in Reading Skills

Variable	Options	Count	Percentage
Respondents' Proficiency in Reading Skills	Weak	9	11.5
	Moderate	35	44.9
	Good	18	23.1
	Very Good	19	20.5
Total		78	100

Table 3: Frequency Distribution of Proficiency in Writing Skills

Variable	Options	Count	Percentage
Respondents' Proficiency in Writing Skills	Weak	13	16.7
	Moderate	34	43.6
	Good	22	28.2
	Very Good	9	11.5
Total		78	100

In response to the twentieth question, the proficiency level in English grammar among 29 participants is reported to be moderate for 50 percent of them. This implies a consistent correlation exists between the skills of grammar, reading, writing, and speaking.

Table 4: Frequency Distribution of Proficiency in Grammar Skills

Variable	Options	Count	Percentage
Respondents' Knowledge of Grammar Skills	Weak	19	24.4
	Moderate	39	50
	Good	14	17.9
	Very Good	6	7.7
Total		78	100

Concerning question twenty-one, 37.2 percent of 29 respondents reported their awareness of phonetics and phonetic structures as being at a moderate (leaning towards weak) level. This data implies that proficiency in phonetic skills is consistent with other abilities, such as grammar, speaking, and writing, indicating a relatively uniform relationship among these different competencies.

Table 5: Frequency Distribution of Respondents' Proficiency in Phonetics and Phonetic Composition, Assessment of Initial and Final Sounds

Variable	Options	Count	Percentage
Respondents' Proficiency in Skills such as Phonetic Awareness, Phonetic Composition, Assessment of Initial and Final Sounds	Weak	38	48.7
	Moderate	29	37.2
	Good	9	11.5
	Very Good	2	2.6
Total		78	100

In responding to question twenty-six, which questioned the significance of literacy in acquiring English as a second language for effectively developing reading and writing skills, 82 percent concurred and underscored the importance of phonological and phonetic abilities in enhancing other skills, including reading and writing.

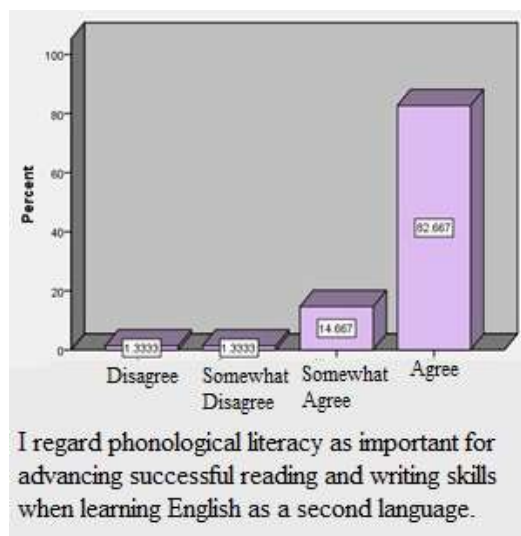


Chart 1: Frequency Distribution of the Impact of Phonological Literacy on Learning English as a Second Language in Advancing Successful Reading and Writing Skills

In addressing question thirty, it was discovered that the primary deficiency in reading and writing skills, accounting for 31 percent, was attributed to the incorrect pronunciation of compound and complex words, consonants, and blend sounds. This highlights the significant influence of phonetic and phonological abilities on different levels of language skills. Furthermore, abstract phonetic patterns are recognized as crucial elements within the linguistic structure, playing a vital role in representing linguistic units, such as words, across morphological, syntactic, and semantic dimensions. Concentrating on this aspect during the language learning process, including grammar, emphasizes the importance of educators' expertise, the effectiveness of the learning environment, and its practical implementation.

A case study involving 30 students from the English translation program at Islamic Azad University Islamshahr Branch examined similar questions related to English grammar, resulting in findings similar to those from the University of Applied Science and Technology. Among 21 respondents, proficiency in English grammar was deemed moderate, with comparable levels of proficiency in other linguistic domains, including reading, writing, and speaking. Their familiarity with the science of linguistics was reported to be very limited. This illustrates a direct and continuous connection between mastering the aforementioned linguistic skills and grammar, indicating that knowledge of linguistic science, including phonology and phonetics, can aid in incorporating fundamental and practical skills for both educators and learners. When asked about the reasons for challenges in learning grammar, the focus was on teaching methods, hands-on activities, effective teaching strategies, and concentrating on the content of educational materials as the most viable solutions.

8. Conclusion

Drawing on insights from a questionnaire-based study and sample, as well as research conducted by Iranian scholars like Aryan Hossein (2016) on teaching

methodologies and context relevance, alongside productive and diagnostic grammar activities, and Vahdat Sedigheh (2023) focusing on the power of communication, in addition to international researchers such as Kamal Abdulmajeed (2017) and Saleem Khasawneh Mohammad Ahmad (2021) who underscore the vital importance of hands-on exercises, linguistic activities, and understanding grammar principles, the first hypothesis can be substantiated. Furthermore, by leveraging the studies and theoretical frameworks proposed by academics like Hudson (2008) on the interaction between linguistics and pedagogy, Wardhaugh (2002) on grammatical and linguistic concepts, Denham and Lobeck (2020) on the connection between linguistics and educational practices, and Khansir and Pakdel (2016) in the communicative aspect of grammar, language studies, and linguistics, among others in this field, support is lent to and confirmation is given to the second hypothesis.

The findings highlight the critical importance of abstract and conceptual phonetic schemas as essential linguistic elements in acquiring language skills, covering vocabulary, grammar, reading, writing, and pronunciation. Familiarizing educators and learners with the field of linguistics can aid in achieving educational goals and enhancing overall quality. This study presents a distinct and innovative perspective on English language learning, particularly grammar, from the standpoint of language science and linguistics, setting the stage for future research in cognitive linguistics, and applied linguistics, and adopting a systematic approach to this discipline in the contexts of teaching, learning, and linguistic studies.

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