

## CHAPTER 5

# SUMMARY OF RESEARCH FINDINGS, DISCUSSION AND RECOMMENDATIONS

### Summary of the research

1. The problems of online English grammar teaching for teachers and students, in Kunming Medical University Haiyuan College were at the “Highest” level.

For teachers, online teaching can easily lead to a decrease in work efficiency, an increase in work intensity, a sudden change in work style, inconvenient supervision of students, and inconvenient feedback on students' learning status.

For students, online teaching is prone to situations such as not earnestly participating in class, not completing homework independently, lacking a sense of urgency, being distracted by electronic devices, poor time arrangements, and unstable mentality. In terms of equipment and technology, not all teachers are familiar with the use of online teaching software, it is inconvenient for teachers to correct homework, and students' attention is easily distracted by electronic devices.

2. The needs of online English grammar teaching for teachers and students, in Kunming Medical University Haiyuan College were at the “Highest” level.

Teaching English grammar online is becoming more and more popular, especially when it comes to the context of blended and remote learning. However, like any educational approach, it has its strengths and weaknesses for both teachers and students.

For Teachers: Firstly, teachers need access to effective online resources, such as interactive grammar exercises, video tutorials, and grammar-checking software, to support their teaching. Secondly, teachers need training and professional development opportunities to effectively navigate and utilize online tools and platforms for teaching English grammar. Thirdly, access to online tools for assessing

students' grammar proficiency is crucial for tracking progress and identifying areas where students need improvement.

For Students: Students need to stay motivated when learning online, as they may not have the same level of accountability as in a traditional classroom and access to organized and structured learning materials is essential for students to grasp the nuances of English grammar effectively. Conversely, students require regular feedback and support from their teachers to improve their language skills.

3. The strengths and weakness of online English grammar teaching are as follow:

#### **Strengths**

**1) Accessibility:** Online English grammar teaching makes learning accessible to a global audience, breaking down geographical barriers and allowing anyone with an internet connection to access lessons.

**2) Flexibility:** Online platforms offer flexibility in terms of when and where learners can access lessons, making it suitable for individuals with busy schedules or those in different time zones.

**3) Interactive Learning:** Many online English grammar courses incorporate interactive elements like quizzes, exercises, and multimedia resources, enhancing the learning experience.

**4) Personalization:** Some online platforms use AI and algorithms to personalize lessons based on a learner's proficiency level, pace, and learning style.

**5) Cost-Effective:** Compared to traditional classroom instruction, online English grammar courses can be more cost-effective, as they eliminate the need for physical classrooms and materials.

**6) Self-Directed Learning:** Online courses encourage self-discipline and self-directed learning, empowering students to take control of their education.

**7) Immediate Feedback:** Automated quizzes and exercises can provide instant feedback, helping learners identify and correct mistakes promptly.

## Weaknesses

**1) Quality Control:** The quality of online English grammar courses can vary widely, and there's a risk of subpar or inaccurate content being presented to learners.

**2) Lack of Human Interaction:** Online teaching can lack the personal touch and face-to-face interaction that traditional classrooms provide, making it challenging to address specific learner needs.

**3) Technical Issues:** Learners may encounter technical difficulties, such as internet connectivity problems or issues with the online learning platform, which can disrupt the learning process.

**4) Self-Motivation:** Online learning requires a high degree of self-motivation and discipline, which not all learners possess.

**5) Limited Speaking Practice:** Developing spoken English skills may be limited in an online setting, as learners may not have as many opportunities for conversation practice.

**6) Lack of Non-Verbal Cues:** Online learners miss out on non-verbal cues and body language that are essential for communication and understanding in language learning.

**7) Teacher-Student Interaction:** While online platforms offer communication channels, the level of interaction between teachers and students can vary, impacting the ability to ask questions and seek clarification.

In conclusion, online English grammar teaching has both advantages and disadvantages for teachers and students. The key is to leverage its strengths while addressing its weaknesses to provide a quality learning experience. It's essential to adapt teaching methods and resources to meet the needs of both teachers and students in the online learning environment.

5.1.4 Strategic guidelines for online English grammar teaching including: Guidelines for a College; Teaching Strategies; Learning resource; Grammar rules and tenses with nine units; namely, 1) Teaching management on Present Simple and Present Continuous 2) Teaching Management on Past Simple and Past Continuous 3)

Teaching Management on Present Perfect and Present Perfect Continuous 4) Teaching Management on Past Perfect and Past Perfect Continuous 5) Teaching Management on Future and Future Continuous 6) Teaching Management on Active Voice and Passive Voice 7) Teaching Management on Simple, Compound, and Complex Sentences 8) Teaching Management on Positive and Negative Sentences and 9) Teaching Management on Questions and Questions Tags. All the nine units evaluated by the 5 English teachers, 2 specialists, and 2 administrators in terms of the correctness and usefulness of the data and how it is presented using the values of the Index of Item-Objective Congruence, or IOC value, ranged from 0.67 to 1.00, showing that the English grammar online teaching guidelines which were developed for English teachers in English contexts were considered acceptable. Therefore, they could be utilized by English teachers at Kunming Medical University Haiyuan College to further develop their English knowledge of grammar.

## **Discussion of the research results**

### **Problems and needs of online English grammar teaching**

The results of the research on the problems faced by Kunming English teachers in connection with online English grammar teaching come up in the responsibility of Haiyuan College, the affiliated college of Kunming Medical University. Chinese students are learning English as a foreign language, while there are variances in the grammar rules in Chinese and English; therefore, Chinese students get confused of the two languages. For teachers, online teaching is prone to results such as decreased work efficiency, increased work intensity, sudden change in work style, inconvenience in supervising students, and inconvenience in getting feedback on students' learning status. For students, online teaching is prone to lack of serious participation in class, failure to complete homework independently, lack of urgency, distraction by electronic devices, poorer time arrangement, and unstable mindset. At the level of equipment and technology, not all teachers are familiar with the use of online teaching software, it is inconvenient for teachers to correct assignments, and students' attention is easily distracted by electronic devices. It is correspondent with

Nur Syafiqah Yaccob & Melor Md Yunus (2019, p. 10). The findings put forward by these two people are same as researcher, it is indicated that teachers should use of English language to enhance learners' grammar understanding and acquisition.

### **Strategic guidelines for online English grammar teaching**

The content in each unit, which focuses on the tenses of English grammar, has been gathered from reliable and trustworthy sources and then summarized to fit the comprehension level of English grammar learners. For every unit in the recommended guidelines for teaching English grammar online, such as: Guidelines for a College; Teaching Strategies; Learning resource; Grammar rules and tenses in nine units, the English grammar guidelines' practice sections for Kunming's English teachers concentrate on honing comprehension-related grammar skills and writing properly and concisely describing the practice's details and information. The students studying English grammar ought to be able to use what they've learned in the exercises to make real-world decisions. The grammar and writing skills exercises adhere to one of the traditional methods, known as the grammar translation method, which requires students comprehend and commit to their memory English grammar rules and vocabulary.

In this research, it was used PDCA model to help educators solve online English grammar teaching's problems. PDCA (Plan-Do-Check-Act) cycle is a four-step management methodology used for the continuous improvement of processes and products. It can be applied to solve problems in online English grammar teaching and learning. Here's how the PDCA cycle can be utilized to address and resolve issues related to online English grammar instruction

#### **1) Plan**

Online learning causes lots of problems for learning steps: Collect data through assessments, surveys, or feedback to understand the extent and nature of the problem.

Set Objectives: investigate the problems of online English grammar learning, develop strategic guidelines for online English grammar learning and define the desired outcomes, such as improved grammar understanding, higher assessment scores, or better engagement.

Develop a Strategy: Design instructional strategies and select appropriate resources to address the identified grammar issues and consider incorporated

interactive lessons, visual aids, practice exercises to enhance understanding and engagement.

## **2) Do**

**Implement the Plan:** Execute the planned instructional strategies and provide the selected resources to learners and monitor the implementation to ensure it's carried out as planned.

**Engage with Learners:** Encourage learners to actively participate and provide feedback on the new strategies and resources and address any technical issues or other challenges faced by learners promptly to maintain engagement.

## **3) Check**

**Evaluate the Outcomes:** Collect data on learners' performance, engagement levels, understanding of grammar concepts and evaluate the effectiveness of the implemented strategies against the set objectives.

**Collect Feedback:** Gather feedback from learners and other stakeholders regarding the new strategies and resources and identify any remaining or new cases that need to be addressed.

## **4) Act**

**Analyze the Results:** Analyze the collected data and feedback to identify what worked well and determine the causes of any remaining or new issues.

**Make Improvements:** Make necessary adjustments to the instructional strategies, resources, or online platform based on the analysis and update the plan with new strategies or resources as needed to address any remaining or new issues.

The PDCA cycle promotes a culture of continuous improvement and problem-solving. By systematically working through each phase of the cycle, educators can identify, address, and resolve grammar issues in online English instruction, leading to enhanced learning outcomes and a better learning experience for students.

## Recommendations

### 1) Recommendations for implementation:

All instructors and stakeholders should understand the strategic guidelines and their importance in improving online grammar teaching and provide comprehensive training and ongoing professional development opportunities for instructors to familiarize them with the guidelines and online teaching best practices.

### 2) Recommendations for further study:

Conduct in-depth studies to evaluate the impact of implementing the strategic guidelines on learner outcomes, such as grammar proficiency, retention, and motivation and compare the outcomes of online grammar teaching following the strategic guidelines with traditional classroom instruction to identify strengths and weaknesses.