

CHAPTER 1

INTRODUCTION

Background

The growth of online education has been a notable trend in recent years due to its development, driven by advancements in technology, increased internet accessibility, and the convenience it offers. This trend has extended to language learning, including English grammar teaching. On the other hand, online education provides accessibility and flexibility that traditional classroom learning may not offer. Learners can access English grammar resources and lessons from anywhere in the world and tailor their learning schedules to fit their individual needs and time constraints. Many English educators are weak in developing teaching methods in university, so it is important to design effective online English grammar courses that engage learners, promote understanding, and facilitate skill development. In many universities, the abundance of educational technology resources has made it easier for them to create dynamic and interesting online English grammar classes, which has improved the quality of the learning process.

English as an important part of language knowledge system, English grammar has an irreplaceable position in English teaching and learning. If we compare English vocabulary to the blood and flesh of human body, grammar would be the skeleton that connects blood and flesh as a whole. Wilkins (1972) argued that "very little can be conveyed without grammar." "Grammar teaching plays an important role in the process of language acquisition," according to Cheng (2013, pp. 76-80). It is evident from this that mastering grammar is essential, as is providing excellent grammar teaching.

The junior college students, who don't do well in the college entrance examination, are not very good at English. Their English grammar is weak in particular. Though students have received English teaching for six to nine years, their grammar

problems explored by speaking, writing, and tests instill little optimism. The common problems are: 1) the conceptual framework is far from complete. Some of students cannot even distinct transitive verbs, intransitive verbs, predicative's, adverbial modifiers, complements, positives, 2) Poor syntactic patterns application. Most of students master only basic sentences. They are not good at English special sentence patterns at all and chinenglish sentence patterns are visible all over. 3) Poor comprehension of long and difficult sentences. Only a few of them are able and willingly to analyze long and difficult sentences with the usage of grammar knowledge. 4) Low efficiency and accuracy of grammar usage in oral and written expressions. When they do speaking and writing exercises, they are not used to checking the rights and wrongs of grammar usage in their exercises, which drastically reduce the effectiveness of grammar internalization by exercise practicing.

English learning as an indispensable aspect of language, grammar is considered as a compulsory and difficult part in English foreign learning students' learning, especially for the vocational school students. Thus the study of English grammar teaching has always been an important issue in the study of English teaching. However, students in traditional grammar teaching classes are generally considered as passive language learners and their interests in grammar learning are seldom elicited. Accordingly, an urgent need for the reform of grammar teaching is requested.

As is known to us, most of vocational students' English language proficiency is low in colleges; this is true for students taught by the researcher. That is evidenced by the students' scores on final English test during covid-19 (mean score= 54.00) (Kunming Medical University Haiyuan College, 2021). Through the author's working experience, it is found that the students have many difficulties in items of grammar. On the other hand, knowing how to produce grammatically correct sentences is required for the understanding a language. According to Hymes (1971), language competence is related to the understanding of grammar. To start verbal conversations and communicate with others, a person needs to rely on implied knowledge, a resource of which is grammatical knowledge. Obviously, although grammar is not the most important one in language learning, it does not mean that

its role in communication is unimportant. Therefore, attention should be paid to grammar learning and teaching.

Since the start of the "COVID-19" pneumonia epidemic in 2020, colleges and universities have actively engaged in online English grammar teaching activities in compliance with school requirements in an effort to improve student management and education (Ministry of Education, 2020). Online instruction has grown quickly in the field of education as well. Li Zhengtao (2020, pp. 53-56) added that there should be greater focus on the peaceful coexistence of online and offline learning environments, and that these should be integrated with each other. Dual-line integration can combine the benefits of online and traditional classroom instruction, integrate in-person and virtual communication, accounts for the teaching and learning effects of teachers, and maximize the role of students in meeting the post-pandemic educational needs.

In order to ensure that "classes are suspended without stopping teaching and learning" during the delayed opening of the school year, universities across the nation have implemented various forms of online teaching during the spring semester of 2020. The epidemic has also dealt a heavy blow to out-of-school training institutions, and due to the rapid advancement of network technology, the online teaching method has also been accelerated during the epidemic. With the continuous alleviation of the epidemic, schools across the country gradually resumed normal teaching again, but in the absence of sufficient suppression of the global epidemic, localized outbreaks occurred one after another in China, and the online teaching method was applied to the classrooms of secondary schools from time to time. Many teachers have applied the favorable teaching methods they have found during the period of online teaching to their daily teaching and explored new ideas for teaching English grammar; for off-campus training institutions, online teaching has become a new development direction with its unique advantages; for countries and regions overseas where the epidemic has not yet been brought under control, online teaching has become the norm in their teaching.

A number of policy documents have been released by the nation to support the deep integration of information technology and education, as well as the reform

of teaching curricula, in light of the growing trends of "Internet + education" and "AI + education." The "Education Information 2.0 Action Plan" has aided in the advancement of college and university teaching reform.

The Ministry of Education of China released an action plan titled "Education Information 2.0," which stated that "the wave of technology is bringing about a strong education country and promoting the development of 'Internet + education,' accelerating the modernization of education, and having a revolutionary impact on the evolution of education." Without a doubt, a significant component of Internet + education is online teaching.

We shouldn't choose to run away from the problems posed by emerging technologies and eras; instead, we should acknowledge both the strengths and weaknesses of teaching from a critical perspective and make better use of them in our future educational endeavors. In light of these factors, the development of strategic guidelines for online English grammar teaching becomes essential. These guidelines aim to provide educators with a framework to design effective and engaging online grammar courses, taking into account the unique opportunities and challenges of online education. They contribute to making sure students have flexible and convenient access to highly effective English grammar instruction and can advance their language proficiency.

Research Questions

- 1) What are problems and needs of online English grammar teaching?
- 2) What are strengths and weaknesses of online English grammar teaching?
- 3) How to develop strategic guidelines for online English grammar teaching?

Research Objectives

- 1) To investigate problems and needs including strengths and weaknesses of online English grammar teaching.
- 2) To develop strategic guidelines of online English grammar teaching.

Scope of the research

1) Population

In this research, Kunming Medical University Haiyuan College was used as a case study. The population in this research project was divided into 2 groups; namely, 1) 20,000 students participated in online English grammar teaching in 2020 and 2) 80 teachers were taught online English grammar. To find out strengths and weaknesses of online English grammar teaching, there were 5 English teachers, 2 specialists, and 2 administrators to participate in focus group discussion meeting.

2) Samples groups

In this research project, the sample groups were divided into 2 groups; namely, 1) 392 students, who participated in online English grammar; 2) 67 teachers teaching English grammar online. The sample groups were derived from Taro Yamane formula (Yamane, 1973). The respondents were collected through the stratified random sampling technique. To find out strengths and weaknesses of online English grammar teaching, there were 5 English teachers, 2 specialists, and 2 administrators to participate in focus group discussion meeting.

3) Area of the study

This research project was conducted using Kunming Medical University Haiyuan College as a case study. The main reasons researcher selected this school as the case study were: 1) the researcher had been working in this school for five years, therefore, the researcher in concern about the quality of education of the college and 2) It was helpful to get permission from the director of college to collect data and information from people in college.

4) Term Scope

The researcher collected data during first semester of the year 2023.

5) Research instrument

The questionnaires were created using a review of other relevant research papers and theories of questionnaire construction from other related textbooks in both Chinese and English. The researcher use strengths and weaknesses to check the value of strategy of the guidelines. For the purpose of getting a better understanding of the present status of secondary vocational school students' online English

grammar learning ability, the researcher chose the suitable questions from He Mingxia's (2012) doctoral dissertation questionnaire when she graduated from Shanghai International Studies University and compiled the secondary vocational school students' online English grammar learning ability questionnaire for this study. The three specialists evaluated and approved the questionnaires in terms of their suitability and correctness. The IOC (Index of Item-objective Congruence) values ranging from 0.67 to 1.00 were found in all of the questionnaire questions, which make them suitable for use in collecting data and information for this research.

Definition of Terms

Developing strategic guidelines refer to the process of creating a set of well-defined and purposeful recommendations or principles of English grammar that guide decision-making and actions within a specific context or area of interest.

Teaching Strategies refer to the methods and techniques used to educate students in English grammar through online means or digital platforms. These strategies are specifically designed for online teaching environments and address various aspects of grammar instruction, such as rules, usage, sentence structure, and language mechanics. Teaching English grammar online involves using technology and various tools to engage and educate students effectively.

Learning Resource refers to the educational materials, tools, and content available on the internet that is designed to help individuals improve their English grammar skills through online self-study or structured courses. These resources can include websites, videos, interactive lessons, grammar apps, e-books, worksheets, quizzes, and more. They are accessible via the internet, making it convenient for learners to access and enhance their understanding of English grammar at their own pace. These resources can cater to various levels of proficiency, from beginner to advanced, and is a valuable aid for those seeking to improve their grammar skills in an online learning environment.

Development refers to a question or issue that is uncertain and so must be examined and solved in learning and teaching.

Needs refers to technically and mentally demand of student and teachers who are teaching or learning through online courses.

Strategic Guidelines refers to strategic guidelines that will give English grammar teachers and English learners guidelines how to teach or learn effectively online.

PDCA refers to process of administration, P refers to plan, D refers to do, C refers to check, A refers to action.

English Grammar refers to the set of structural rules of the English language.

Online Teaching refers to teachers teaching online replace face-to-face in the classroom.

Research expectation

After conducting the research, it can get the effective strategic guidelines for online English grammar teaching: a case study of Kunming Medical University Haiyuan College, the results from the study can be provided:

- 1) Teachers and students get benefits through studying guidelines of online English grammar teaching.
- 2) The strategic guidelines for online English grammar teaching can enhance teachers' knowledge in English methodology of teaching.
- 3) The results of strengths and weaknesses of online English grammar teaching can help teachers and administrators to handle the process of planning management.
- 4) Administrators also get benefits from this research as the guidelines for teaching and learning management.