

## CHAPTER 2

### LITERATURE REVIEW

For this research project, it is divided into 4 sections; namely, 1) concepts and related theories; 2) profile of the case study; 3) related research; 4) conceptual framework.

#### Concepts and Related Theories

##### Strategic guidelines

Strategic guidelines are a set of overarching principles or recommendations that provide direction and structure for an organization, individual, or group's strategic planning and decision-making processes. These guidelines serve as a framework for defining and achieving long-term goals and objectives.

Strategic guidelines offer a framework within which the organization's actions should fall. This framework is structured based on the organization's values, mission, and vision to ensure consistency and alignment in actions.

In summary, the concept of strategic guidelines is about providing a structured, coherent, and aligned approach to decision-making and actions to drive an organization towards its long-term goals and vision in a coordinated and effective manner.

##### PDCA Cycle

The meaning of PDCA and the feasibility of its application. PDCA, also called Deming ring, was proposed by Americans. It belongs to the procedure that quality management needs to follow. The whole process of quality management activities, that is, the process of determining the quality plan and achieving it by the organization process is continuously operated according to the PDCA cycle. PDCA is

an abbreviation, P is an abbreviation meaning plan, D is an abbreviation meaning do, C is an abbreviation meaning check, and A is an abbreviation meaning action. Plan generally refers to the determination of the scheme, objectives and the practical scheme of activities. Do refers to actual execution. Check refers to summarizing the implementation results, determining the effects and finding problems. Action generally refers to adjusting the check, carefully recording what is correct and summarizing what is wrong, finding the crux of the problem, and correcting it in the next cycle. PDCA is widely used, which is essentially a theoretical abstraction (Cheng 2022, pp. 98).

### Utilizing the PDCA Cycle and Information Technology in English Teaching

The PDCA cycle and information technology fusion's importance in education. A teacher works similarly to a designer. To design the communication between teaching content and teaching, we should design the way to use teaching resources scientifically, and set up the feedback channel of teaching effect, so as to optimize the teaching plan. Compared with the teaching of other subjects, English should pay more attention to interaction. In addition to teachers and students, students also need to interact. In other words, interaction faces many demands, including timeliness and multi-level. Through information technology, we can create more ways to achieve, but how to make good use of this technology? This paper integrates PDCA management ideas to escort the improvement of English teaching effect.

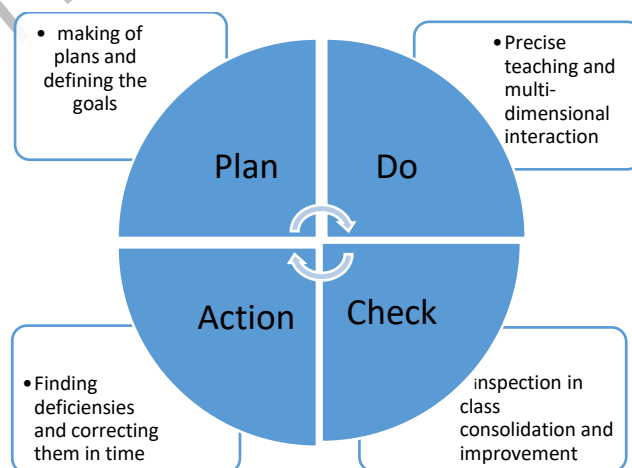


Figure 2.1 PDCA cycle model

## Learning resource

Learning resources for online English grammar encompass a variety of tools, materials, and methods designed to enhance the understanding and application of grammar rules and concepts. With an emphasis on the online setting, these materials seek to improve grammar instruction's effectiveness, accessibility, and level of engagement. Here's how the idea is broken down:

### 1) Interactive Lessons:

Online grammar resources often include interactive lessons that provide instant feedback. This way, learners can understand their mistakes and correct them in real-time. Interactive lessons often include quizzes, exercises, and activities that help solidify understanding.

### 2) Visual Aids:

Visual aids such as videos and animations can make complex grammar concepts easier to understand. They also cater to visual learners who may find traditional text-based resources less engaging.

### 3) Adaptive Learning Paths:

Online platforms can offer personalized learning paths based on the learner's level and progress. Adaptive learning paths ensure that learners are always challenged but not overwhelmed.

### 4) Access to Resources:

The online environment provides access to a vast amount of resources such as grammar guides, worksheets, examples, and explanations. These resources can be accessed at any time, from anywhere, which provides flexibility for the learner.

### 5) Practice Exercises:

Practice is crucial for mastering grammar. Online resources often include a wide variety of practice that provides learners with the chance to apply what they have learned.

### 6) Community Interaction:

Online platforms may offer community forums and interaction with other learners. This social aspect can provide additional support and motivation for

learners.

7) Automated Assessment:

Automated assessments with instant feedback allow learners to test their understanding and see their progress over time.

8) Professional Guidance:

Some online resources offer access to professional tutors for personalized guidance and feedback. This can be beneficial for learners who require extra support.

9) Gamification:

Gamification factors such as badges, points, and levels can make learning grammar more engaging and enjoyable.

10) Mobile Learning:

Online grammar resources are often accessible on various devices, including mobile phones and tablets, making learning possible on-the-go.

11) Regular Updates:

Online resources can be easily updated to reflect the latest research and pedagogical approaches in teaching grammar.

Through the integration of interactive lessons, visual aids, community interaction, and more, online English grammar learning resources aim to provide a comprehensive, engaging, and effective learning experience.

## Strategies for Teaching English Grammar

### Analyzing students' difficulty in learning grammar

After the study in high school, college students have a comprehensive understanding of basic grammar items. Due to the influence of traditional grammar teaching for a long time, the grammar that students learn in high school is basically centered on linguistic forms and structures, with lexis and syntax as the main content, as to how to use these parts and structures in the language environment, generally speaking, students know very little. Therefore, in order to truly understand the students' English grammar foundation, it is necessary to conduct a mapping test for

students at the beginning of English teaching, with the test questions focusing on writing, translating and filling in the blanks, which test the students' ability to comprehensively utilize the English language, so as to find out the problems, and then to reasonably select the content of grammar teaching for grammar teaching according to the weaknesses of the students.

### **Pointing out grammatical features of English materials or English books**

A correct understanding of grammar should first take into account the three-dimensional nature of grammar teaching, and the direction of the teacher's guidance is extremely important in the teaching of English grammar. On the one hand, in order to ensure that students achieve a certain degree of accuracy in grammatical structure, they need to be made aware of the form of the language; on the other hand, in order to ensure that students are able to use the structure appropriately to express the function of the utterance, they need to be made aware of its core meaning. Each grammar has specific and unique features in meaning, form and usage. Teachers need to consciously present specific contexts to make the three features of grammar obvious and prominent, so that students can recognize and differentiate them and deepen their impression through learning. For example, when reviewing the grammar of non-finite verbs (to do, v.-ing, v.-ed), the teacher provides students with a piece of English grammar material, such as "The Obamas' Christmas Message", and lets the students read it and find out the structure of non-finite verbs (to do, v.-ing, v.-ed) and mark them. ed) and label them. After students have read the text and circled all the non-finite verbs in the text, they try to explore the meaning and function of these non-finite verb forms. During the students' investigation, the teacher can guide them appropriately, for example, let the students know the five basic types of English sentences SV, SVC, SVO, SVOO, SVOC, and point out the core: SV is the subject-predicate structure at the same time, let the students know the common cases of adopting the nonfinite forms (nonfinite verbs), and let the students know the meaning and function of these nonfinite forms. (Non-predicative verbs can take on other components of a sentence besides not being able to be used as predicates on their own) (Du, 2011, pp. 138-139).

Furthermore, the analyses of the structural function of non-finite verbs can be started by explore their syntactic functions, classify them according to the subject, object, gerund and complement of sentence constituents, and analyze their pragmatic connotations.

### **Determining the three-dimensional teaching objectives of grammar**

The teacher's grasp of the three-dimensional goals of grammar teaching is a clear orientation of the process of grammar teaching. In daily teaching, teachers tend to focus on the general form and ordinary or literal meaning of grammar, ignoring the core meaning and usage of the grammar, i.e., under what circumstances it is used, what kind of function it serves, whether it is used to express feelings or to state facts, etc. For example, in the fourth book of College English, teachers are required to recognize the meaning and usage of the language, but they are not allowed to do so. For example, in "The luncheon" in the seventh unit of the fourth book of College English, an inexperienced writer, unable to resist the flattery of a female reader, is forced to buy lunch. At the table, the lady has a big appetite and wants to order something tasty and expensive, but she says in a reserved manner: "I never eat multiple foods at once... Perhaps a small fish; I wonder if they have any salmon." "Unless you have a little caviare. I never mind caviare." The italics in the above discourse are declarative sentences, but when placed in the context of the text, they are "imperative" sentences, implying a request to the other party. The form and function of this discourse are clearly inconsistent, but it brings out the characterization that the author wants to portray. This also shows that, in some special cases, indirect speech acts other than propositional content can be deduced only on the basis of their lexical meaning and syntactic structure and in the context (Liu & Deng, 2003, pp. 53-56).

### **Rational design of grammar teaching activities**

The process of teaching grammar requires the teacher to purposefully contextualize the three dimensions of grammar by presenting, enlightening the respective features, organizing practice and application simultaneously. Teachers can

choose the indicated teaching methods. Attention is paid to the transition from accuracy to fluency and then to live use when practicing grammar. Teachers focus throughout the grammar teaching process on how to help students understand and use these three skills accurately, effectively, and quickly, both by providing discourse material and by adopting appropriate ways (such as questioning or group observation and discussion, etc.), and then, explaining the grammatical meaning, grammatical concepts, rules and grammatical functions and roles, etc. The following is an introduction to the whole grammar teaching process by reviewing and consolidating the example grammar item of definite clauses (Huang, 2009, pp. 125-128). In the first step, to introduce the grammar item, the teacher designs a game activity: there are six pictures of famous people, and students are asked to guess "Who is he?", and describe them with definite clauses. When the teacher gives a demonstration, ask the students to add the following sentences. T: I have a person in my mind. Could you guess who he is? S2: Is he a great man who fought against Japanese invaders during the World War II? T: No. S2: Is he a great man who...? This kind of directional guidance is extremely favorable to the exercise of students' listening skills and the development of students' thinking skills. This kind of directional guidance is extremely favorable to the exercise of students' listening ability and the development of students' thinking ability. What's more, under the guidance of the teacher, the students review the definite articles when describing the characters. The second step is to expand the knowledge and let the students perceive and experience the grammar program. The teacher downloads two VOA teaching audio files, including the audio files containing the relational pronouns who, which, that, whom and the relational adverbs when and where. The teacher downloads two VOA audio files which include definite clauses with the relative pronouns who, which, that, whom and the adverbs when, where. The teacher downloads two VOA audio files that include students to know the related grammatical concepts and complete the dictation training. Step 3: Consolidate and deepen. Students are given an article entitled, "The creator of the World Wide Web". The creator of the World Wide Web contains 13 definite clauses. Group the students into small groups and let them work together to read the article. The students will be able to find the subordinate

clauses in the article. The students will be able to feel experience and find out the grammar. The fourth step is to summarize. Step 4: Summarize through the above listening and speaking activities perception, observation in discourse reading and group discussion, students will be asked to think, summarize the rules of definite clauses and explore the learning methods. Step 5: Enhancement through language transfer. Design group activities for creating scenarios, and strengthen training. The required group students are asked to work together for searching the information through the Internet, use definite clauses as much as possible, and complete a piece of writing about their favorite characters. To complete a piece of writing about their favorite characters to consolidate the grammar knowledge and improve their application skills. The group will consolidate the knowledge of grammar and improve their application ability.

## **The Development of Grammar Teaching**

Grammar teaching roughly experiences three periods of development, each of which reflects the needs of the times for language teaching. The following has reviewed the development of grammar teaching since the 1980s.

This first period of grammar teaching is when scholars oppose conscious grammar teaching, arguing that grammar teaching is not helpful in cultivating students' language abilities. In the 1980s, Krashen (1981) advocated implicit grammar teaching. He believed that language learning should occur in the natural environment, rather than a process of conscious learning. Dekeyser (1998) thought that grammar learning was only declarative knowledge about language structure, rather than procedural knowledge. Truscott (1996, pp. 327-369, 1998, pp. 103-135) proposed that grammar test only detects students' language knowledge but did not evaluate students' ability to express meaning in the real context, so the effect of grammar teaching was short and superficial.

In the second period, grammar teaching was seen as a necessary process in language learning to ensure the accuracy of language use. Schmidt (1990, pp. 129-158, 1993, pp. 206-226) pointed out that it was necessary for language learning



to pay attention to language form consciously. Long (1991, pp. 39-52) made a new attempt at grammar teaching. He proposed two types of grammar teaching: Focus on Form (FF) and Focus on Forms (FFs). Pienemann (1984) proposed the teach ability hypothesis and believed that the second language input was not arranged according to the order of natural acquisition. Swain and colleagues (1989, pp. 150-150) found that learners should learn grammar knowledge purposefully in order to accurately master and use the target language. Schmidt (1990, pp. 129-158, 1993, pp. 206-226) proposed the noticing hypothesis and argued that only when learners consciously paid attention to the form of the target language, they could process and acquire it. Celce Murcia (1991, pp. 459-480) considered that teaching without grammar, whether based on understanding or communication, could only lead to foreign languages being ungrammatical. According to Larsen Freeman (2003), the three-dimension models of grammar were interdependent, explaining what kind of form a language has, why it was used and how it was used. Hossein and Fotos (2004, pp.124-145) insisted that explicit grammar teaching could not be neglected in language learning, and the most prominent reason was that grammar teaching could ensure the accuracy of language expression.

Classrooms for English grammar teaching in China are also greatly influenced accordingly.

The third period is a phase when grammar teaching is considered very important. It basically reaches the concerns that grammar must be taught. This requires learners do not only master the rules of grammar, but also be able to use forms in communicative activities to achieve the unity of form, meaning and use. Domestic English grammar teaching can be discussed from the aspects of theory and practice.

## **The Concepts of Online Teaching**

Online learning has become a viable alternative to traditional classroom instruction, a significant complement to it, and an essential component of education due to the rapid development of technology (Luyt, 2013, pp. 3-20). Many concepts

and a variety of terms are used to describe online teaching, including distance education, distance teaching. Sometimes, these terms are used interchangeably, particularly in e-teaching. According to Parra, online teaching exists under the umbrella term of distance education and distance teaching and can be both synchronous and asynchronous (Parra, 2010). For instance, Picciano tackled the idea of "distance teaching," which refers to an approach of teaching in which the teacher and students are not in the exact same physical space (Picciano, 2001). Meyer (2012, pp. 37-52) defined online teaching as using a variety of web-based approaches, course management systems, or pedagogy.

Online teaching in this research refers to the kind of teaching performed during the COVID-19 period through various online live platforms like Rain Classroom, Tencent Conference, Tencent Class, and Superstar Learning. Some researchers (Whittle et al., 2020; Hodges et al., 2020, pp. 1-12) call this kind of online teaching as emergence remote teaching as it is launched in response to a crisis. Hodges et al. (2020, pp. 1-12), pointed out, for instance, that emergency remote teaching uses entirely distance-based teaching solutions for instruction or education and is a temporary shift of instructional delivery to an alternative mode as a result of crisis circumstances. With this form of distance learning, learners can communicate in real time with both the teacher and other students in the class.

According to Rourke et al. (1999, pp. 50-71), online learning is a beneficial approach to learn that uses the Internet as a medium for interaction with teachers, students, and learning content for offering learning support. According to Ally (2004, pp.15-44), online education involves students communicating with teachers, other students, and learning content via the Internet and gaining educational resources through the exact same medium. During their studies, students obtain learning support services to help them learn more, broaden their personal knowledge base, as well as enhance their overall learning process. Samantha Harlow (2018, pp. 412-413) defines online teaching as a type of distributed learning via the Internet.

In China, the earliest definition of online teaching was in 1997. Song Shusheng pointed out that online learning was a new way of learning from abroad (Song, 2018, pp. 13-14). It was based on the application of computer networks. Use, computer

conversation, video distance conversation, remote database access and the World Wide Web are the main contents of this learning activity. Since then, the definition of online teaching at home and abroad has been continuously enriched. In 2002, in the article titled, "The Essence of e-Learning-Integration of Information Technology and Subject Curriculum" (He, 2002, pp. 3-6), He Kekang summarized up the U.S. Department of Education's definition of the term e-learning as follows: "e-learning referred to learning through the Internet or other digital content." To be able to create a new learning method that altered the roles of teachers and students in traditional teaching, learning and teaching activities must fully utilize the learning environment made possible by modern technology, which included rich resources and new communication mechanisms.

The term "online teaching" has not yet been widely defined, but the definitions of online teaching by scholars have many commonalities, emphasizing that it is a teaching method. "

Looking through the current literature on online teaching, the researcher has found three research focuses in this field: learner outcomes, online interaction and the role and competencies of teachers.

First, many researchers focus their eyes on learner outcomes in an online environment and the influencing factors of learner outcomes. Numerous studies have been done aimed at looking at the quality of online courses from multiple perspectives. Some researchers are interested in exploring factors influencing quality of online teaching and ways to improve online learner outcomes (Bassoppo-Moyo, 2006, pp. 1-23; Limperos et al., 2015, pp. 1-9 ; Chen Guoxin et al., 2017, pp. 106-110; Liu Ying, 2018, pp. 116-118).

Factors such as technology, communication, pedagogy and assessment can influence the quality of online teaching (Conaway et al., 2005, pp. 23-25; Limperos et al., 2015, pp. 1-9). Through an empirical study, Chen Guoxin et al. (2017, pp. 106-110) found that students' leaning outcomes are positively correlated with the number of login, online time and online discussion. However, some researchers have compared learning outcomes in an online and offline setting, and their findings indicate that there doesn't seem to a great deal of a difference (Bata-Jones & Avery, 2004, pp.

185-189; Yen et al., 2018, pp. 2141-2153).

Second, online interaction, as an important factor closely correlated with online learner outcomes, has also been a research focus. Significant research and description have been done on the significance of interaction through the online environment (Moore, 1989, pp. 1-6; Garrison & Anderson, 2000; Wilson & Stacey, 2004, p.1; Fresen, 2007, pp. 351-362; Burnett et al., 2007, pp. 21-35). Researchers have identified that highly effective online teaching requires highly interactive learning environment (Swan, 2002; Cavanaugh, 2005, p.1). According to Swan (2002), students' perceptions of their level of satisfaction with online learning are affected by three factors: their interactions with the course material, their interactions with the instructors, and their communications with other educational participants.

The importance of learner-centered learning and teachers' role in enhancing online learner interaction and collaboration has been emphasized by some researchers (Salmon, 2002, pp.379-391; Pan & Sullivan, 2005, pp. 27-30; Hample, 2009, pp. 35-50). Salmon (2002, pp. 379-391) reports that teachers gain insights on these roles is essential for quality of online teaching. Hample (2009, pp. 35-50), suggests three protocols that promote students' online social interaction, including the use of synchronous communication, the introduction of a forming stage, and the implementation of effective communication guidelines. The recommendations are based on the feelings of isolation throughout online learning.

Although the importance of interactions in both online and offline courses have been often mentioned and stressed, some studies suggest that there is a lack of depth of online interactions (Thomas, 2002, pp. 351-356; Garrison & Cleveland-Innes, 2005). Thomas (2002, pp. 351-356), based on five-level taxonomy of cognitive engagement, examined students' interactions in online discussions and found that their cognitive engagement only reached the second level.

Therefore, some researchers provide ways and strategies to promote online interaction (Dennen et al., 2007, pp. 65-79; Bonnel, 2008, pp. 290-294). For example, Bonnel (2008, pp. 290-294) suggested that teachers can promote students' online interaction through collaborative learning strategies, active participation and prompt feedback.

Third, another research focuses in the literature of online teaching lies on teachers' roles and competencies in online environment. Research on the topic at hand of online teaching and learning has highlighted a number of teacher competencies related to online learning that support students' success. even though there are many similarities between the traditional face-to-face instruction and online learning, teaching in an online environment does require different skills than those that are usually required in traditional classroom settings (Bawane and Spector 2009,pp. 383-397; Bigatel et al., 2012, pp. 59-78; Arinto 2013, p. 16). Through a case study, Corsetti (2002) argued that since online interaction is very different from offline interaction, the traditional knowledge of a teacher may be insufficient for teaching online and therefore online teachers may undertake different roles. Some studies focus on the specific roles teachers play in an online environment. For instance, Goodyear et al. (2001, pp. 65-72) pointed out that a competent online instructor undertakes eight major roles including technologist, designer, content facilitator, administrator, process facilitator, adviser-counselor, researcher, and assessor.

Since 2020, more research on online teaching has sprung up, especially in China. Relevant studies mainly focus on teaching mode, teaching quality, challenges and strategies. Scholars have studied different teaching modes based on online platforms during the COVID-19 pandemic (Liu Liwen et al., 2021, pp. 78-82; Mishra et al., 2021, pp. 78-82; Chen Ying, 2021, pp. 78-82). For instance, Chen Ying et al. (2021, pp. 78-82) proposed a blended online teaching mode based on "live broadcasting + MOOC" and provided detailed information on the construction of the teaching mode as well as the effect of this teaching mode. Teaching quality during the pandemic also received much attention, ranging from influencing factors of online teaching quality (Lei Lin & Liu Zhaojun, 2020, pp. 53-56 & 87) to evaluation and improvement of online teaching effectiveness (Lin Hui et al., 2021,p. 192; Su Bowen & Hu Qiliang, 2020,p. 012018). Besides, existing literature points to the challenges and difficulties related to online teaching, including inexperience of teachers, difficulties in class management and content delivery, limited online resources and the complex environment at home (Adedoyin & Soykan, 2020, pp.1-13). Strategies have been

proposed to cope with these challenges and some scholars points out that despite the difficulties teachers still continue to provide service with great enthusiasm and their online teaching practices have been enhanced (Liu Liwen et al., 2021, pp. 78-82).

### **A Review of Online Teaching**

Online learning and online teaching models are slowly taking shape in the Internet age, but they have not received enough attention in language instruction as a whole. The author performed research and analysis on significant databases like CNKI and Web of Science in order to comprehend the current state of online education and English grammar teaching both domestically and internationally, and as a result, obtained some research findings.

### **Previous Studies on Online Teaching Abroad**

For online teaching strategy, Cheng, R.T.J., (2016, pp. 164-181) reckoned the traditional classroom instruction, online English learners were supposed to have significant difference in the strategy, which had a distinct impact on the learning effect (Cheng, 2016, pp. 164-181). Anderson (2003, pp. 1-33) made a survey to clarify the following four questions about English learners' online reading strategies: A) what strategies are used by foreign language learners to read online? B) Which online reading strategies are frequently used? C) Will foreign language learning strategy be affected by language proficiency? D) How can foreign language teachers help students broaden their online reading strategies? The results showed that there were significant differences in the frequency of strategy used among foreign language learners with the highest frequency and lowest frequency of use. However, Anderson (2003, pp. 1-33) found no significant distinction between the foreign language proficiency of learners and their online reading strategies. Park & Kim (2017, pp. 63-74) analyzed the strategy patterns and factors influencing English learners to read online at home and at school (Park & Kim, 2017, pp. 63-74). Angelova, M & Zhao, Y (2016, pp. 167-185) proposed to integrate technology of network conference into foreign language education (Angelova, M & Zhao, Y, 2016, pp. 167-185).

For online teaching tools and platforms, Jazbec & Kacjan (2016, pp. 135-148) studied the application of online dictionary as a learning tool in German teaching (Jazbec & Kacjan, 2016, pp. 135-148). Osipov, IV et al. (2015, pp. 476-488) designed an online learning platform for foreign languages, which allowed for audio and video connections between learners, learners and teachers, and this platform integrated all the required materials (Osipov, IV et al., 2015, pp. 476-488). Chuang, HH et al. (2012, pp. 71-76) developed an e-Tutoring platform for ESL learners, with a view to helping learners improve their language skills (Chuang, HH et al., 2012, pp. 71-76). Bao, SB (2015, pp. 1365-1368) founded an open English translation course platform based on Moodle (Bao, SB, 2015, pp. 1365-1368). Li, L & Li, YG (2015, pp. 1069-1072) studied the design of the English mobile online platform and developed an online platform based on android mobile phone (Li, L & Li, YG, 2015, pp. 1069-1072). Kucis & Seljan (2014, pp. 303-324) studied the role of free online translation tools in English education (Kucis & Seljan, 2014, pp. 303-324).

For online teaching method, Butler, YG (2014, pp. 265-275) proposed an English teaching method based on online game method, and analyzed the relationship between the behaviors and learning outcome through empirical research (Butler, YG, 2014, pp. 265-275). Hong, JS et al. (2016, pp. 3-21) designed the English online education game, and further concluded that the online language education game had a significant impact on the improvement of English ability (Hong, J. S et al., 2016, pp. 3-21). Lai, C et al. (2011, pp. 81-103) studied the task-based online foreign language teaching (Lai, C et al., 2011, pp. 81-103). E Alice & F Esmail (2017) proposed the integration of corpus in the web-based English education (Ebrahim & Faghieh, 2017, pp. 120-135).

For online teaching management and evaluation, O'dowd, R (2011, pp. 368-380) thought that network interaction had been approaching towards the core of education in foreign languages. Arnold & Ducate (2006, pp. 42-66) studied the social behaviors and cognitive collaboration patterns of foreign language teachers in the online environment through an empirical approach, and analyzed the influence of this model on teachers' cognition (Arnold & Ducate, 2006, pp.42-66). Yanes, LP (2016, pp.139-150) analyzed the quality of online oral communication of business English

and figured out how to improve oral speaking ability when communicating through a webcam (Yanes, LP, 2016, pp. 139-150). Through online teaching courses, Song, D. (2016, pp. 423-437) investigated the impact of learners' foundational knowledge on ESL (English as a second language). In an analysis of Japanese learners' stress in online collaborative English learning, Jung, I. et al. (2012, pp. 1016-1029) and found that online collaborative learning methods had created unnecessary or excessive pressure and had a negative impact on learning (Jung, I et al., 2012, pp. 1016-1029). Analysis has been conducted on the four primary elements that impact online collaboration: collaborative process, self-efficacy, technical use, and teaching design. English teachers' online collaboration model has been investigated by Kabilan, MK, et al. (2011, pp. 94-115) in an effort to enhance professional development. A case study on teacher feedback to students in online synchronization teaching has been carried out by Guichon, N. (2012) (Guichon, N, 2012, pp. 181-198).

### **Previous Studies on Online Teaching at Home**

Compared with the achievement abroad, there is much less on the number of domestic research results and the richness of the theme. Domestic studies focus on the use of relevant online platforms. Xia (2010, pp. 85-88) discussed the combination of interactive online foreign language radio and college English listening learning (Xia, 2010, pp. 85-88). Wang (2011, pp. 78-81) introduced how to use the Writing Roadmap 2.0 automatic scoring system in writing teaching to provide the teachers and students with diversified feedback (Wang, 2011, pp. 78-81). Zhu & Mu (2013, pp. 56-62) designed an online platform for translation and bilingual writing teaching/self-study (Zhu & Mu, 2013, pp. 56-62). Wen et al. (2014, pp. 78-86) explored the application of guiding e-learning into teaching in Radio & TV University. She proposed a learning mode of guiding e-learning with the comprehensive learning design as the main line, guiding as a strategy, and open interactive platform as support (Wenet al., 2014). Chen (2013, pp. 76-80) studied the application of Good Point to cultivate college students' English online learning ability (Chen, 2013, pp. 76-80).

Some scholars believe that online teaching has significant influence on English Learning effect. Guo (2015, pp. 125-127) carried out an experiment based on mobile



3G network platform mobile learning. The findings showed that students in the experimental group were having a significantly greater pass rate than those in the control group (Guo, 2015, pp. 125-127). According to Ge's (2015, pp. 159-160) research investigating the use of mobile networks in vocational colleges for instruction in English, teaching English in higher vocational colleges received benefits from mobile-assisted language learning.

## Concept of English Grammar

Referring to the definition of grammar, different scholars hold different views.

Harmer (2001) interprets grammar as rules of pronunciation, word formation and sentence formation. Similarly, in Larsen-Freeman's opinion (2002), grammar includes three aspects, namely morph-syntactic form, semantics and pragmatics (Larsen-Freeman, 2002). According to Brown (2001), grammar is a system of rules which regulate how words, phrases, and clauses are employed in phrases (Brown, 2001). It can be seen that many scholars believe that grammar is the term for the rules of words, phrases and sentences. In general, grammar can be divided into two aspects, which are morphology and syntax. Morphology refers to the formation of words, the changes of words and the rules of classification of words. While syntax refers to the formation of forms and structures of phrases and sentences, and it focuses on their changing rules. While speaking and writing, learners are required to follow grammatical rules so that they can correctly communicate with others and express their utterances more accurately.

Some grammar rules for academic writing as follow:

### 1) The Present Simple Tense

Tenses are the different forms that verbs can take. The verb's tense indicates when the action is taken place. To express something that occurs regularly, frequently, on occasion, or hardly you use the simple present tense.

**Form: Verb (Base form)**

**Verb (Base form) + S [For third person singular subject]**

Frequencies adverbs are sometimes required. They are: always, usually,

often, sometimes, occasionally, seldom, rarely, never.

## 2) The Present Continuous Tense

When talking about activities taking place right now or things that are happening, you use the present continuous tense.

## 3) The Past Simple Tense

When talking about events in the past that indicate an action happened before the present and has no significant relation to the present, you use the simple past tense. It needs adverbs of time that show past tense for examples: yesterday, last week, last night, 2 years ago, in 1990, last year, etc.

**Form: V2 (Past tense verb)**

## 4) The Past Continuous Tense

When talking about events that were going on or taking place at a specific moment in the past, for example when another event happened, you use the past continuous tense.

Note: Past Continuous Tense is used with Simple Past Tense

**Form: was / were + Verb + ing**

## 5) Present Perfect Tense

Present Perfect Tense indicates:

- 1) A task has either been began or completed before the present moment.
- 2) The action has been completed in the past but adverb of past time is not mentioned.

You usually use verb has or have as a helping verb to form the present perfect tense.

Note: just, still, already and yet are needed in Present Perfect Tense.

**Form: has / have + V3 (past Participle)**

## 6) The Present Perfect Continuous Tense

When discussing past events that are still happening or having an impact, you use the present perfect continuous tense.

**Form: has / have + been + verb+ing**

## 7) The Past Perfect Tense

Had is a helpful verb that you use to create the past perfect tense. When

talking about something that happened in the past, you use the past perfect tense when communicating in the simple past.

**Form: had+ V3 (past participle)**

#### 8) The Past Perfect Continuous Tense

When talking about events that took place in the past, you use the past simple tense as well as the past perfect continuous tense.

**Form: had + been + verb+ing**

#### 9) The Simple Future Tense

Using the beneficial verbs shall and will, you can discuss future happenings and behaviors that will happen after the present while having no real connection to it.

**Form: will / shall + V1 (Base form)**

The Simple Future Tense needs adverbs of time that indicate future for examples: tomorrow, tonight, this evening, soon, next week, next year, in 2 days, later etc.

#### 10) The Future Continuous Tense

The future continuous tense is frequently used when talking about events that have been scheduled or anticipated. These can be single acts or continuous actions based on the situation.

**Form: will / shall be + verb + ing**

#### 11) Active Voice

There are two forms to present information in English: the active voice and the passive voice.

**Active Voice** - the subject is performing an action

**Form: subject + verb + object**

#### 12) Passive Voice – the subject is receiving an action

**Form: subject + verb to be + past participle**

**+ (prep. by + someone/ something)**

#### 13) Simple Sentences

A sentence that consists of one clause is called a simple sentence.

#### 14) Compound Sentences

A sentence that has two main clauses is called a compound sentence. The two main clauses are usually joined by coordinating conjunctions that join two things that have equal importance. These are seven coordination conjunctions:

And: Connect two similar ideas.

But: Compares to contrasting ideas or highlights an exception.

Or: Highlight two choices

So: Shows a reaction.

For: Shows a reason or purpose.

Yet: Shows an exception or a contrast to an idea.

Nor: Can be interchanged with 'neither' (neither..... nor) and compares a negative, contrasting idea. It is the opposite of 'and'.

#### **15) Complex Sentences**

A sentence that has a main clause and a subordinate clause is called a complex sentence.

#### **16) Positive Sentences**

A positive sentence is a sentence that contains a fact statement and tells you something is so. On the other hand, negative sentences are those that inform the reader that something is not true.

### **Current situation of grammar teaching**

As Gu Ming (2018, pp. 93-100) mentioned, the objective of new curriculum integrates subject core competencies, which embodies the educational value. However, how to implement the goals of core competencies needs further research in actual teaching practice. In the front-line teaching practice, it is found that the current undesirable phenomena of grammar teaching are mainly concentrated on the following aspects.

## Concept of Online English Grammar Teaching

The concept of "online teaching" refers to a wide variety of teaching that uses technological devices. In particular, it refers to teaching performed by means of a computer connected to the Internet, which shows students and course participants with an exciting chance to learn practically anywhere at any time. In the words of Cerghit (Stefan, 2017, pp. 1-8), online teaching is a synthesis that takes place when instruction is offered through the Internet and online devices (electronics).

Since 1990s, online language teaching has made a rapid development. More and more scholars begin to conduct a study on online language teaching and they give different definitions about it from different perspectives. Khan defines that online language teaching is an innovative approach, which offers those remote learners instructions via Internet which is regarded as an instructional delivery system. Richie & Hoffman (1997, p. 7) illustrate online language teaching from the perspective of its characteristics. They define it as a hypermedia-based instructional program, which creates a kind of language teaching environment where learning is trained and encouraged by using the traits and resources of the web.

Regarding the teaching of English grammar online for this thesis, it is defined: Online English grammar teaching is a new instructional approach which takes the network as a medium of English grammar teaching. It provides students with an environment of learner autonomy. Learners can access desired information on the online teaching platform, which includes rich grammatical learning resources (e.g. video, audio, ppt, exercises), and can be provided with group learning. And an interaction between teacher and learners, learners and learners has been achieved. Additionally, students' grammar learning can also get help online and doesn't take time or space into consideration.

Online English grammar learning refers that learners (refers to vocational students in this thesis) make full use of network learning platform for a kind of inquiry-based learning with the guidance of teachers. It is a kind of teacher-guided self-access learning. During the learning, learners are supposed to be regarded as the subjects in class and teachers try to cultivate students' autonomous English grammar

learning ability so that students' subjective initiative can be developed and their self-consciousness and learning motivation can be aroused as well.

## **A Review of English Grammar Teaching**

### **1) Position of English Grammar Teaching**

More and more attention is being paid to grammar instruction in English education, especially in EFL and ESL teaching, since learners' language development hinges on their good understanding of grammar.

Furthermore, grammar has been considered to be the basis for all language skills, including speaking, writing, listening, and reading. Grammar is necessary for understanding and communicating spoken language, which includes expressions, both while speaking and listening, as learning grammar is the only way to create sentences that are grammatically correct (Corder, 1988, pp. 123-145). In reading, learners need grammar to help them comprehend interrelationship of a span of sentences, for example in a paragraph or an article. In the context of writing, learners have to learn grammar to make sure that the sentences are intelligible. Lastly, regarding vocabulary, grammar can shed light on the formation of meaningful expressions and sentences from combining individual lexical. In addition, Doff (2000) utilizes the use of the reality that acquiring grammar is essential for students to express ideas with phrases, clauses, and sentences (Doff, 2000). The basic function that grammar plays when it comes to building the four language skills and vocabulary necessary for completing communicative tasks has been confirmed by Long and Richards (1987, pp. 201-209). As a result, each grammar has been regarded necessary for knowing a language.

### **2) Previous Studies on English Grammar Teaching at Home and Abroad**

Previous studies on communication-oriented grammar teaching. Foreign scholars have been trying to integrate grammar teaching and language communication for years, and they proposed a variety of teaching methods, which can be classified into four types: (1) "Processing Instruction". It is a basic type of input-based instruction in grammar, proposed by VanPatten (VanPatten, 1993, pp.

435-450). VanPatten (1993) argues that the essence of the processing instruction is to process the language input, with a view to helping the language learners understand some of the previously selected target structures. (2) Interactive feedback method. It is a method proposed by Ellis, R (Fotos' 1994, pp. 323-351), which attempts to enhance the pragmatic issues through interaction in the process of communication, so that learners improve their language output consciously. (3) Text-highlighted method. It is a method that emphasizes the structure of the target language through text design (such as bold, italic and uppercase, etc.), making it easier to be noted. Fotos' (1994, pp. 323-351) empirical research shows that the design of text structure helps learners pay more attention to the target structure and the development of language skills (Fotos, 1994, pp. 323-351). (4) Discourse-based method. This method tries to connect linguistic form and meaning by providing a rich set of pragmatic background for learners.

In contrast to the research abroad, domestic research mostly focuses on specific grammar, that is, content-based grammar teaching research. Research on content-based grammar teaching in China has been mature, but research on the way or method of grammar teaching is relatively weak. Although a small number of research results (Wang, 2007; Hu, 2016, pp. 41-59) give some attention to it, the majority of research is based on resource construction. For example, Wu (2010, pp. 104-107) conducted a research on the application of corpus in English grammar teaching (Wu, 2010, pp. 104-107). Peng, et al. (2014, pp. 90-94) built a grammatical resource library of scale and knowledge base for grammar teaching (Peng, et al., 2014, pp. 90-94). This kind of research is essentially a variation of the content-based grammar teaching.

In conclusion, studies conducted abroad effect a greater value on applied research particularly that related to teaching grammar strategies. Nevertheless, the majority of the results of the study depend on conventional teaching techniques. It provides less consideration to the current student's learning needs and the corresponding modifications to the teaching model in the Internet age.

## **A Review of Online English Grammar Teaching**

### **1) Characteristics of Online English Grammar Teaching**

Most people agree that one of the most significant methods to raise the level and reach of the teaching-learning process is by means of learning online. According to the definition of online English grammar teaching above, the characteristics of online English grammar teaching are summarized as follows:

a) Various kinds of teaching tools. By using communication applications, e.g. WeChat, QQ, e-mail, discussion forums, and so on, learners and teachers communicate each other conveniently. In addition, it makes it possible for teachers to spread the course materials on grammar and continue in constant communication with learners.

b) Studying English grammar synchronously and asynchronously. Online English grammar teaching is generally thought of as a teaching method that gives students the ability to study the English language and communicate with teachers whenever and wherever they selected.

c) Interaction. Since the online teaching platform provides learners with group learning, an interaction between teacher and learners, learners and learners can be achieved. Learners can check their partners' homework, ask questions, discuss freely in the forum and so on.

d) Learning individually. Online English grammar learning is a process of teacher-guided self-access learning. Learners can choose what grammatical items to learn on the online learning platform autonomously. Chances are that learners will learn individually and solve problems on their own.

### **2) Previous Studies on Online English Grammar Teaching at Home and Abroad**

Online grammar teaching both at home and abroad are scattered and relatively less. Studies by foreign researchers such as Hubackova (2016, pp. 21-24), McKinney (2016, pp. 1-2), Baturay et al. (2010, pp. 313-331), and Abuseileek (2009), mainly focused on online grammar teaching strategies (Abuseileek, 2009). Hubackova



(2016, pp. 21-24) studied digital learning and its application in grammar practice (Hubackova, 2016, pp. 21-24). McKinney (2016, pp. 1-2) believed it could use digital education to solve students' grammar defects effectively (McKinney, 2016, pp. 1-2). Baturay et al. (2010, pp. 313-331) designed an auxiliary online grammar review material system with rich audio-visual aids, which could be presented in the grammar context (Baturay et al., 2010, pp. 313-331). A book method for teaching grammar based on the complexity of the language's structure has been put forth by Abuseileek (2009). It was believed that the learning method based on the computer and the teaching of deductive techniques could reflect more complex and elaborate structure (Abuseileek, 2009).

Additional studies explored the relationship between online grammar teaching and learning effects. Many research investigations investigated the impact of technology on L1 and L2 elementary, high school, and college students' grammatical development in specific in addition to their general language skills. In accordance to research by Grant (1998, p. 27), Nagata (1996, pp. 53-75), and Collentine (2000, pp. 44-57), technology can be an effective teaching and learning help for grammar. In a study done in 1998, Grant separated the five-grade students into two groups and provided one group computer-based instruction in English grammar and the other computer-based instruction in mathematics (Grant, 1998, p.27). There was additionally drill and review in the educational programs. The opinion survey's results indicated that students' interest in education and learning in general had grown as a result of the computer-based instruction. With quick responses, students conveyed greater satisfaction with their education. Nihongo-CALI (Japanese Computer Assisted Language Instruction) and non-CALI workbook instruction were compared for effectiveness in a study conducted with Japanese students (Nagata, 1996, pp. 53-75). It was noticed that continuous intelligent computer feedback is superior to straightforward workbook answer sheets in regards to helping learners improve their grammar knowledge while creating Japanese particles and sentences. In a third study, foreign language learners of Spanish were able to come up with indirect speech with greater proficiency thanks to computer-assisted language learning software which included user-behavior tracking technologies (Collentine, 2000, pp. 44-57).

A line of investigation was pursued by domestic researchers such as Hu (2016, pp. 41-59), Wang (2007), Pan (2005, pp. 27-30) and Zhuo (1999). Hu (2016, pp. 41-59) and Wang (2007) explored the application of network in English grammar teaching class in schools. A new model called “online grammar module teaching” was set up by Pan (2006), whose study showed that this method boosted learners’ interests in grammar learning and made substantial improvements in their grammar consciousness and grammar performance. Similarly, Zhuo (1999) examined how hypermedia influenced grammar education and acquisition (Zhuo, 1999). Using Director and Macromedia Authorware, in addition to authoring tools, she developed a hypermedia courseware. Results from the post-treatment assessments showed a significant increase in participants’ achievement, promoting the idea that the hypermedia-based instruction was extremely effective in teaching and learning grammar. On the contrary hand, learning time was not significantly affected by the instructional sections or the proficiency level. The results showed that learners with varying cognitive styles did not significantly differ in how they performed indicated that hypermedia-based instruction could be specific to meet the needs of a wide range of learners.

### **The Profile of the Case Study**

In June 1990, Kunming Fuda Development Industry (Group) Co., Ltd. and the former Kunming Medical College participated in requires to form Kunming Medical University Haiyuan College. July 2001 identified the beginning of the first enrollment, which concluded in September 2003 in independent enrollment. being the only undergraduate independent college in higher medicine and health in Yunnan Province, it was confirmed as an independent college in January 2004 after approving the first complete of audits carried out by the People's Republic of China's Ministry of Education.

Through twenty years of construction and development, the school's running conditions have been continuously improved, and the society has widely praised the quality of school-running, due to the high-quality teaching resources and strong

teaching team of Kunming Medical University. In addition to clinical medicine, stomatology, nursing, pharmacy, medical imaging technology, medical laboratory technology, rehabilitation therapy, optometry, and Chinese herbal medicine, the school provides 26 undergraduate majors which form a professional pattern. a total of seven other disciplines, such as science and management, coordinate and develop with medicine as the main discipline. A professional construction system is led by provincial-level characteristic majors and supported by hospital-level characteristic cultivation majors. There are a total of five college-level characteristic cultivation majors in medical imaging technology, rehabilitation therapy, applied psychology, sports rehabilitation, and public affairs management. Four provincial-level characteristic majors are in clinical medicine, stomatology, pharmacy, and nursing. As of December 31, 2020, the college was more than 20,000 full-time undergraduate students, corresponding to 31 provinces, municipalities, autonomous regions, and governments directly under the Central Government.

The college has been split into two campuses: Yanglin and High-Tech. The world-famous Spring City-Kunming National High-tech Industrial Development Zone in Yunnan Province is residence to the high-tech campus. It is located next to the gorgeous plateau pearl Dianchi Lake in the south and Xiaozhu Temple and Haiyuan Temple Scenic Area in the west. The Kunming Municipal Government gave the campus the title of "Kunming Garden-style Unit" in comprehension of its distinctive beauty, which includes lush green grass, beautiful blooms, and trees. The college is equipped with state-of-the-art learning spaces, including stately instructional buildings, cutting-edge multimedia classrooms set up in accordance with contemporary standards, research and teaching rooms and laboratories spanning multiple majors and disciplines, a clinical skills experimental center, an extensive dental laboratory, an exhibition hall for human morphology, a computer room, a digital foreign language speech room, and a library (complete with an electronic reading room, a massive literature retrieval database, etc.) featuring standard plastic athletic fields, basketball courts, volleyball courts, tennis courts, and student apartments, as well as other cutting-edge living and learning spaces.

The main campus of Haiyuan University lies in Kunming Songming Yunnan

Vocational Education Park. The first phase of the project covers an area of 627.45 acres, construction area of more than 170,000 square meters, a total investment of more than 400 million yuan, and went into use in September 2011. Yanglin campus is located in the modern Songming Vocational Education Park. The building is more novel and beautiful, about more complete functions.

Currently, the college buildings a number of different departments: Basic Teaching, Humanities and Social Sciences, and Marxist Theory Teaching; First and Second The departments of Clinical Medicine; Medical Technology; Department of Nursing I and II; Department of Stomatology; Department of Arts and Sciences; Department of Public Health; Department of Pharmacy; and all three teaching hospitals: Fumin Hospital, Tongren Hospital, and Shilin Tianqi Hospital, and these are affiliated in Haiyuan University; Kunming Maternal and Child Health Care Hospital; and Lufeng County People's Hospital and Kunming Angel Obstetrics and Gynecology Hospital.

Being involved under the guidance of Kunming Medical University, Haiyuan College of Kunming Medical University cultivates senior medical and health practical talents with high comprehensive quality, strong practical ability, good social adaptability, and development potential. It additionally fully implements the party's education policy and fully promotes quality education. Kunming Medical University decides the college's leaders, significant cadres, and important teachers, and the undergraduate education guidelines of the national higher medical colleges meticulously require the teaching. High-level teachers from Kunming Medical University's Teaching Hospital and Affiliated Hospital manage the clinical teaching assignment.

## **Related research**

In a research project titled "Impact of corona virus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments," Amit Joshi, Muddu Vinay, and Preeti Bhaskar (2020,pp. 205-226) discovered that teaching and assessments can take place in home environments, that teachers encounter

technical difficulties while carrying out online assessments, that institutions support online assessments, and that teachers run into personal problems when conducting assessments online.

The research project "Less than/more than: Issues associated with high-impact online teaching and learning" was carried out by Ricardo Montelongo in 2019. Among the conclusions are the claims that online learning can "shake up pedagogical routines" and serve as a means of forming learning communities. The questions of whether pedagogical choices drive technological innovation or technology drives pedagogical choices are at the center of discussions surrounding online pedagogies. The decision made by the faculty raises concerns about how universities support high-impact online learning and whether they will provide financial support to instructors who design courses of this caliber. Institutions ought to think about the financial implications of supporting high-impact instruction, particularly in the rapidly expanding field of online learning.

Rojan Afroouz, & Beth R. Crisp (2020, pp. 55-67) conducted a research project titled "Online Education in Social Work, Effectiveness, Benefits, and Challenges: A Scoping Review". In addition to his the findings are those Several studies sought to compare the performance of students who studied online with those who participated in in-person classes on campus, in addition to emphasize the benefits and drawbacks of online learning. Four themes developed: the positive aspects of online education, student satisfaction, communication and interaction, academic achievement, and interpersonal abilities.

Gi-cheol Kim & Rachel Gurvitch (2020, pp. 395-409) conducted a research project titled "Online Education Research Adopting the Community of Inquiry Framework: A Systematic Review". The results show that all of the research projects included were completed in online higher education courses, in the vast majority of the studies, comprised of undergraduate courses, and the remaining ten being graduate-level courses.

Lori Xingzhen gao & Lawrence Jun zhang (2020, p. 2396) conducted a research project titled, "Teacher Learning in Difficult Times: Examining Foreign Language Teachers' Cognitions about Online Teaching to Tide over COVID-19", the research

presented in this manuscript was made feasible, between others, by gives from Taiyuan University of Technology's Teaching Reform and Innovation Initiative and the Science and Technology Department (SATD) of Shanxi Province for projects titled "A Study on English Teachers' Competence and Professionalism in Information Technology-Enhanced Teaching and Learning Environments" (No. 2019041009-4) and "Chinese University Teachers' Cognition and Practice in Teaching English-as-a-foreign-language (EFL) Listening."

Sungmin Na & Hyunggu Jung (2021, pp. 308-327) conducted a research project titled "Exploring University Instructors' Challenges in Online Teaching and Design Opportunities during the COVID-19 Pandemic: A Systematic Review", the results show that handling and overseeing online courses was the largest category of difficulties faced by university instructors. Lastly indicate design opportunities to support teachers in providing more interactive and effective online lessons. With the right resources and support, instructors can overcome present challenges in online instruction, as showed by this review.

In a research project titled, "Implementation of online education during the global Covid-19 pandemic: prospects and challenges", Sri Haryati, Sukarno Sukarno, and Sugeng Purwanto (2021, pp. 604-612) found that, as a result of the pandemic's abrupt outbreak, the educational paradigm must change to a new era of online education at all levels while upholding the Sustainable Development Goals (SDGs). The purpose of the study is to examine how online education is being implemented, with a particular emphasis on two areas: (1) institutional readiness for digital infrastructure, and (2) student learning activities during the pandemic. The data were gathered via an online survey (Google Survey), and after that, they were subjected to a qualitative analysis and supported by percentage data quantification. The results illustrate that the target schools were capable of to carry out online education in response to the social constraints enforced by the government. Depending on the kinds and levels of education, there have been three distinct implementations of online instruction: fully, partially, and neither of the two. This has made it easier and more difficult to develop different points of view. Depending on the structure of the class, the students can study using a range of online resources, which includes

watching videos on YouTube or through the teacher's presentation, taking quizzes, working on assignments, taking part in Google Meet discussions, and more.

In a research project titled, "Language Games in Teaching and Learning English Grammar: A Literature Review," Nur Syafiqah Yacob and Melor Md Yunus (2019, p. 10) found that teachers can improve ESL learners' grammar understanding and acquisition by using language games, which also directly increase learners' motivation, interest, and fluency. In the above today's technological generations, knowing grammar is of the utmost importance because it expresses proficiency and is helpful in interactions with others. In a similar vein, increased confidence stems from knowing how to use grammar effectively in context. Consequently, grammar should not be taught or learned in a vacuum; rather, it should be taught using appropriate methods that ESL students can easily relate to. Finally, it's thought that language games can help teachers in developing engaging lesson plans that meet the needs of students with varying levels of proficiency and learning preferences while also stimulating learners' curiosity, fluency, and motivation. For ESL students, it unquestionably makes grammar learning easier and more relatable.

In a research project titled, "Challenges and opportunities of English grammar acquisition by distance at the tertiary level," Monta Farneste and Vineta Apse (2021, pp. 4-20) found that studying online is more beneficial because it provides students more flexibility over study times and places, enhances their motivation, and allows them to learn time management and independent study skills. The students list their own time management and independent study skills problems insufficient feedback, and the inability to ask questions directly and get prompt responses as the primary negative aspects of studying remotely.

The research project titled, "Teaching Grammar: Issues and Challenges" was conducted by Norhaida Aman in 2020. The findings of the research include the identification of teachers' beliefs with regard to grammar instruction as well as a comprehension of how those beliefs impact instructional practices. According to the study's findings, the views of educators about teaching grammar and their (self-reported) classroom practices are generally strongly linked. Future research involving lesson observations would also aid in the researcher's knowledge of why

teachers in Singapore's primary classrooms indicated that students continued to have trouble using grammar correctly in both their individual and group writing tasks, even with deep explicit instruction in grammar.

In a research project titled, "Perspectives and Challenges of Online Language Learning: Slovak University Students' Viewpoints," Rastislav Metruk & Rita Rafajlovičová (2022, p. 206) noticed that the majority of the statements concerning the students' conditions for online learning and the development of specific language skills and systems had either been concurred upon or neutral. It should be noted, though, that certain drawbacks of online learning were also noted to some extent, such as social networking site visits and casual conversations with classmates. More research in this field is required in order to facilitate and subsequently enhance the efficacy of teaching and learning.

Tongzhou & Wei zhang (2022, p. 7303) conducted a research project titled, "Effectiveness Study on Online or Blended Language Learning Based on Student Achievement: A Systematic Review of Empirical Studies", The results show that studies on the effectiveness of online language learning focus mainly on instructional approaches (36.89%), specialized classes (20.39%), and aided tools (42.72%). It is obvious that research institutions are not cooperating enough, and 82.52% of learners learn English online.

In their research project titled, "Online teaching experiences in higher education institutions of Afghanistan during the COVID-19 outbreak: Challenges and opportunities," Aminuddin Hashemi & Samuel Adu Gyamfi (2021, p. 1947008) found that there are a number of significant advantages and disadvantages to online teaching. Furthermore, it was discovered that while there was no discernible difference in the opportunities for online teaching between genders, there was a discernible difference in the difficulties associated with it. Additionally, it was discovered that the respondents' opportunities differed statistically significantly depending on their educational background and experience as teachers. The difficulties of teaching online were unaffected by credentials or prior teaching experience.



Gi-cheol Kim & Rachel Gurvitch (2020, pp. 1-13) conducted a research project titled, "Online teaching and learning practices in teacher education after COVID-19: lessons learnt from the literature", the social and collaborative component of teaching, the compassionate aspect, and the adoption of a more democratic and inclusive approach to teaching and learning are among the findings. There is also an identification of contextual and personal factors, as well as the difficulties encountered when assessing students' performance and dealing with poor interaction. In the context of teacher education, the implications for reconsidering current online teaching and learning practices are investigated.

Wahid Bakar Hamad (2022, pp. 393-410) conducted a research project titled, "Understanding the foremost challenges in the transition to online teaching and learning during COVID-19 pandemic: A systematic literature review", according to the findings, the biggest obstacles to the widespread adoption of online teaching and learning in the COVID-19 pandemic were a lack of resources, inadequate Internet and infrastructure, a lack of supporting personnel, and a lack of online student engagement and feedback. Lastly, the independent t-test indicates that during the COVID-19 pandemic, there was no statistically significant difference in the difficulties encountered when switching to online teaching and learning. Teachers and students face similar obstacles. The systematic review raised concerns about the need for higher education to support instructors and students transitioning to online teaching and learning and to successfully implement long-term strategies.

In their research project titled, "A systematic literature review on online assessment security: Current challenges and integrity strategies," Manika Garg and Anita Goel (2021,p. 102544) found that students with high moral values are also prone to dishonesty as a result of readily available opportunities provided by environmental factors like Internet availability. Among the five types of dishonest behaviors found in online learners, collusion and plagiarism have attracted the focus of researchers the most. It's interesting to observe how students take advantage of technology, which is necessary for conducting online assessments, and participate in dishonest behavior. Technology compared to additionally contributes significantly to mitigation. The two approaches that comprise the integrity strategies are detection

and prevention.

Soumen, Giri & PaulamiDutta (2021, pp. 694-699) conducted research project titled, "Identifying Challenges and Opportunities in Teaching Chemistry Online in India amid COVID-19", In addition to his the findings are that, as an electronically supported approach, online teaching and learning mainly employs the Internet as a channel for knowledge transmission. The greatest efforts are being made to ensure that academic integrity remains intact and that learning will be feasible even in the midst of the COVID-19 pandemic. In this essay, we address the main initiatives implemented to support the academic requirements of Indian chemistry students as well as the main difficulties faced by both educators and students in India. The learners' comprehensive and all-encompassing development is a component of education transmission. This essay goes into detail about how an online teaching-learning platform could not effectively replicate the activities that are conducted in regular classrooms. Great attention was given to maintaining academic integrity; this was reflected in the process of moving instruction online.

Selim Mekdessi, Riad Makdissi & Mabelle Moucachar (2021, pp. 20-32) conducted a research project titled, "Challenges and Perspectives of Online Teaching: A Lebanese Empirical Study", the results show that most people are perplexed by the newest tactics for online learning and that it is normal to feel uneasy or neutral about anything novel. Online learning is time-consuming and ineffective for time management for some people (35%). Others (65%) believed that traditional classroom instruction is less effective than online instruction. We are able to observe people evaluating online learning more in line with traditional learning and balancing in the middle. When respondents confirmed how awful their experience was in the subsequent questions, "worse" was the second-best response. Students who learn online encounter a variety of challenges in addition to internet-related ones, as this survey clearly illustrates. At the end of the academic year, students evaluate a variety of factors to determine their success or failure. The following are recommendations and steps that were put forth as remedies for issues with online learning at the legislative, educational, and social levels; technical and digital infrastructure levels; and, subsequently, practical and performance levels.

In the study they conducted project "Learners' experience and needs in online environments: Adopting agility in teaching," Cindy Chen, Sabrina Landa, Aivanna Padilla, & Jasmine Yur-Austin (2021, pp. 18-31) discovered that students' satisfaction is highly correlated in content coverage and the interaction of online learning technologies. The learners value BeachBoard, Zoom, emails, and the publisher's website the most. Graduate students rank project-based experiential design as their top preference. Furthermore, learners' maturity and the quantity of time they spent in the CSU system are likely responsible for the upward trend in their satisfaction with the online modality from sophomore to senior year. Proctoring devices tend to be disapproved of by students because of issues with privacy, inequality, mental stress, etc.

Dr. Iqbal Ahmad, Dr. Itbar Khan & Dr. Farah Deeba (2022, pp. 16-26) conducted a research project titled "An Analysis of Teachers' Perceptions Concerning Issues and Challenges with Online Teaching during Covid-19 in the Universities of Malakand Division", the results show that one of the strongest factors affecting online teaching along with obstacles faced by teachers was a lack of access to learning content, followed by poor internet connectivity as the second strongest factor, students' lack of readiness, and teaching faculty incompetence as they came to dealing with technological skills to implement the online teaching. When it came to the problems and challenges related to online teaching, the study's results on gender comparison were conflicting. It is suggested that online instruction related to their needs might be given to university teachers. Universities' internet connectivity issues need to be solved. In order to provide the students access to online resources and materials for education, internet connectivity may also be accepted.

Conclusion: The literature review indicates that there is a continuous stream of research underway domestically on the teaching of grammar. These studies make some breakthroughs and provide some references for relevant scholars and teachers. However, Hou Shuchen and Yang Na (2019, pp. 26-30) find that most front-line teachers lack guidance in practice, and do not understand the requirements of modern grammar teaching. They should explore and innovate in teaching models and teaching strategies, and strive to find a way suitable for local students to learn

grammar to promote their grammar achievement and comprehensive language ability.

Therefore, it is important to develop strategic guidelines for online English grammar teaching.

## Conceptual Framework

The Conceptual Framework is as follows:

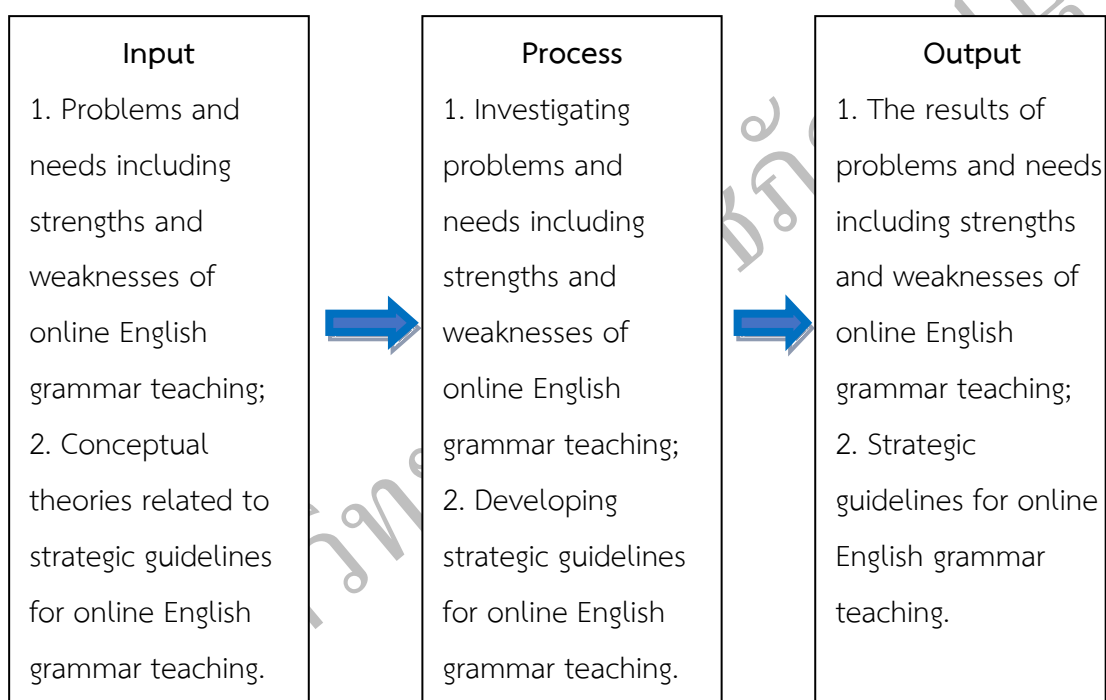


Figure 2.2 Conceptual Framework