EFL Learners'Views on Grammar Learning in China

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Abstract: Nowadays,with the rapid advancement of science and technology,English has spread all over the world.Nearly every person,from child to adults can speak English.And English learning is being spread in every corner of our China.Grammar,as a branch of English learning,hasn't been paid so much attention although the grammar use can be found throughout the test,from listening,reading,writing to translation.Even if some teachers teach grammar,they are the center of the class management and teach grammar rules rigidly,while students are not involved in the least and just memorize the rules mechanically.And the previous researches always focus on methodology of Grammar learning and teaching.

Keywords: Grammar Learning; High School; Learners'View

1. Introduction

School teaching and learning always focus on the how many marks the students can get in a term.The aim of this research is to find what the EFL learners'views on Grammar Learning in China.The paper will firstly review the previous literature related to grammar learning and find some similarities and differences and examine whether there are some researches on learners'perception on grammar.Then we will propose the research question that how the EFL learners'think of the grammar learning and what is in common and what is the difference in between.The research will be conducted in the qualitative and quantitative way.

2. Literature Review

As for the study on grammar learning,there have been many researches.Study by Lin,Chi-Jen and other scholars proposed that the grammar learning should be put in a game-context.Learners often lack the motivation and enthusiasm to learn and pursue goals for using target grammar in authentic contexts relevant to their lives.(Lin,Chi-Jen;Hwang,Gwo-Jen;Fu,Qing-Ke;Cao,Ya-Han,2020)They think grammar learning is very boring and in order to improve the learners'interest,a game-based should be proposed and introduced to EFL grammar course to first-year college students.So the scholars of that research conduct a treatment and they put two groups:one is experimental group studying in a contextual game-based learning approaching and the other is the control group learning in a conventional technology-assisted approach.And the final result shows that the experimental group's error rate is lower than that of the conventional group.

Similarly,a research by Bahruddin is nearly the same focus on Grammar learning.The author also conducted a research and made a comparison between the two learning groups:one group is learning with a student-centered approach and some grammar websites are used frequently during the process and the other group is learning in a traditional teacher-centered way.After the tests before and after the study,it turns out that the experimental group has done better than the conventional group.This kind of research suggests new technology issues can be introduced in the grammar teaching.

Study by Wisma Yunita;Emzir;Ilza Mayuni,focuses on a need analysis before developing a model for learning grammar.Because the results should meet the needs of the learners who will learn according to the model.And the study's aim is to find out the needs in learning English grammar from the students'perspective.And after analyzing the data,the results reveal that there is a clear need for a goal of learning English grammar,learning approaches.

Study by Zhou,Zhen(2017)focuses on a survey of students'grammar learning in a high school in China.After conducting interview and analyzing the data,the grammar learning strategy is very low and the students'learning strategy on grammar is not related to their grammar achievement.And in some classes,there is even no learning strategy for some students and they are just learning after the teacher's steps.Apart from that the survey also finds out that regarding grammar strategy,there is a great difference between male and female.So the research is very meaningful and conductive to know more in-depth condition of high school students'situation of grammar learning,especially the learning strategy.

So from above all,we have found that research about grammar learning of EFL learners always focus on the teaching method,such as using more technology-advanced approach other than the traditional ways.And this kind of research focuses more on introducing more technology-based ways into the real grammar learning;other research may also focus on the how to build a model according to different students'strengths and weakness and the model should also include the technology and different context,but this kind of research still haven't focus on more inner voice of the EFL learners.So there are few research on the learners'views on the grammar learning,such as what are easy or difficult for them,do they have their own way to learn grammar,what location they put grammar learning in English learning,what their inner voice of grammar learning should be like.

3. Research Question

As far as the non-English majors in China are concerned,to help build up their power to express themselves effectively in written

English,we had better teach them the right grammatical concepts in the right way on the right occasion.If we can know more about the real situation of the learners'outlook,their thinking mode and their study ways of grammar learning,we can then use more technology advanced method to improve the whole teaching and learning materials and facilities.Because the teaching should be more student-centered,rather than students-centered.And then many useful theories or practical methods can be applied in the real teaching and learning.With all this in mind,the research aims to answer the following questions:

What is the overall view on the grammar learning by EFL learners?

Do they think the grammar learning is a very complex system issue?

What kind of ways are they using in their grammar learning?

Do they think the the current way of grammar teaching should be reformed and changed greatly?

4. Methodology

This project will include 200 participants from the big city of Beijing,covering from junior middle school to senior high school. Half of the 200 learners are boys and the other half are girls.We will divide the 200 learners into different groups according to their class grade.That means Grade 1 of junior middle school will be grouped together while Grade 2 of senior high school will be grouped together.Then in each group,using the qualitative way,a series of questions will be asked to them and it is processed in a very quick ask-and-answer way.The questions just mainly focus on the research questions as have been mentioned,as shown below:

What do you think of English study?

What do you think of English grammar?

Do you think grammar is difficult when you first learn it?

When you are speaking English sentences,do you aware you are using grammar rules?

Do you think it is necessary to study grammar rules?

What do you think of those complex sentences spoken by others?

Then in a further and more detailed way,the research will also be conducted in a quantitative way.All the participants will be given the same questionnaire covering some questions.What differs from the qualitative way is that the students just tick their choice and no need for thinking and saying quickly as before.Then we will collect all the data and analyze the answer in a vivid way.For example,we can give a table showing what the students'choices on different questions and then we will make it into a diagram to see vividly the coverage rate of their choices.

5. Conclusion

Learner beliefs,which have been described as learners'meta-cognitive knowledge about learning(Wenden,1999),have,in general,received less attention than teacher beliefs.(SHAWN LOEWEN,SHAOFENG LI,FEI FEI,AMY THOMPSON,KIMI NAKAT-SUKASA,SEONGMEE AHN,and XIAOQING CHEN，2009).So it is very necessary to listen more to the learners'views on the grammar learning process.

The research predicts that the grammar learning,just like the pillars of a building,should be paid enough attention and it should not be taught in a traditional way.So if the final research result shows as the research predicts,the teacher as well as the educational department should listen to the learners'inner voice,especially their opinions on the current weakness of grammar teaching.As for the limitation of the research,I think the coverage should be expanded more to students in university.This research just focuses on the students in junior and senior school students,but students of this level are just in the studying stage and they are themselves can't realize problems in a more detailed or profound way,which means they may not see the whole system in a more broad way.If we expand the research to students of university level,they have experienced the study years in middle school,and they are now in the college years and they have more opportunity to speak English with others.So this kind of students may have a deep understanding that they find their problems of English grammar can date back to years before,so they have a more profound and comprehensive thoughts on the questions of grammar learning in China.Another limit is that the ask-and-answer question process is a very time-costing process.And we have many groups answering questions and the answer collection will take a very long time.And due to the new normal situation of Covid 19,it is really unsuitable to have so many students get together.So we advise,in order to save time and be more secure,we can do the question asking and answer online and the questionnaire should also take the E-form.

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