



## Challenges Facing EFL Students of English Department in Some Topics of Grammar

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### Abstract

To master a language, it is essential to study its grammar which is one of the most difficult aspects of that language. Grammar is regarded as the subject that provides a whole cohesive system concerning the formation and transmission of language. Teaching grammar has been ever since a source of controversy in the teaching of second and foreign languages. Students acquire the feeling of discomfort whenever they hear the term “grammar”, however, teachers try to do their best to make grammar interesting and non-threatening. English grammar has been regarded as a system of syntactic rules that determines the order and patterns in which words are patterned to form sentences. The appropriateness of an utterance requires a good knowledge of grammar. To master English, it is necessary to know various forms and usages which confuse English as second/foreign language for (ESL/EFL) learners. Learners may learn new grammar rules every day, but they find difficulties applying them when they speak or write in English. This research tries to focus on the grammar topics that college students find challenging. So, it aims at mainly determining easy and difficult grammar topics through learners' perspective. It also tries to provide some solutions for the students to overcome the difficulties they face, so this research has pedagogical significance since it provides some important recommendations and further suggestions for the purpose of teaching these grammatical subjects.

**Keywords:** Difficulties, grammar topics, EFL students' perception, foreign language.

### 1.0 Introduction

Attention has shifted from ways of teaching to ways of getting learners to communicate since the early 1970s. Grammar has been still a powerful source of undermining and demotivation among foreign and second language learners. Learners find it difficult to make flexible use of grammatical rules in their communications. In other words, Learners can't communicate fluently whenever they think of grammar rules. (Al Mekhlafi, 2011 p, 72) Grammar is partly the study of what forms (or structures) are possible in a language. Thus, grammar is a description of the rules that govern how a language's sentences are formed” (Thornbury, 1999, p,1). Learners of a language are different and they learn in different ways. For example, learner's demands, backgrounds, ages and levels are the factors that should be taken into consideration by the teacher to decide on selecting certain strategies to teach. No doubt that learners differ in their intellectual capacities, abilities, strong and weak points, and even different interests. Brown (2005, pp, 1-2) remarks that” language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.” On the other hand, he adds “.....few if any people achieve fluency in a foreign language solely within the confines of the classroom”. The language teacher should understand the system and functioning of the second or foreign language and the differences between them. This helps to sketch the technical knowledge to explain the system of that language; its phonemes, morphemes, words, sentences, and discourse structures. (pp, 2)



## 2. Theoretical Background:

### 2.1 The role of grammar in language learning

Grammar of a language is the user's capacity of the subconscious internal system to codify or to describe that system. The scope of grammar can be broad enough to describe the language. Structural linguists assumed that grammatical categories shouldn't be established within meaning of the sentence, rather it should be discovered in terms of the structure of the sentence. On the other hand, behaviorists believe that learning of a language can happen through repetition, shaping and reinforcement. Later Chomsky's primary concern was with grammatical competence. Eventually theorists agree on the conviction that language is not merely a set of rules and principals that can be learned automatically. Language is assumed to be the rules and principles that can only be understood when they are analyzed within using them in situations. This can be illustrated when a sentence like *The home run record was broken by Mark and Sammy.* can be derived from *Mark and Sammy broke the home run record.* Both sentences illustrate the same event, but from the viewpoint of a participant choosing one version of these sentences maybe determined by the contextual features of that sentence. (Carter, 2001, pp,34-35)

Focus on form helps students to notice and compare new features in a target language's structure and how they differ from the learners' interlanguage. It can also help students to generalize their knowledge to new structures. Finally, focus on form should also include output practice to let students be engaged in semantic and syntactic processing. (pp, 37) Focus on form and error correction are minimized by the communicative language teaching approaches (Celce- Murcia, 2001, p. 251) None of the paradigms; Traditional grammar, Structural linguistics, Transformational Generative Grammar, and Functional Grammar can match self- satisfaction to help the learner acquire proficiency in language learning. (Mishra,2010 p,179)

Studying grammar is essential to be an effective language user. It is because grammar skills will help learners pattern words and phrases to make them meaningful. Learners can also construct sentences in their speaking and writing whenever they have a good knowledge of grammar. As cited in Mart (p, 124) according to Terrel (1991), it is better to spend effort to convince those who believe in grammar instruction that grammar has a crucial role in language teaching and consequently for improving the language.

### 2.2 Challenges encountering EFL/ ESL students in learning English grammar:

There have been many attempts to find the relation between grammatical difficulty and 'comprehension and production'. The type of subject is also a point to deal with. The learner finds difficulty to perceive the subject if it is too abstract. Learners find less difficulty, if the subject made concrete and taught interactively. Another important point is that when the subject has the communicative force, it is more likely to be understood than other subjects. When the grammar subject itself is semantically self- contained and has more communicative meaning, it has communicative force. The learner can easily perceive the meaning of *It is raining.* because he/she knows that the activity of *raining* is happening and is still in progress. So, the progressive aspect marker *-ing* has a communicative value and is easier to be learned. On the other hand, semantically *-ed* past tense marker is important in *They arrived.* because it is the only tense indicator but it becomes redundant in a sentence like *They arrived yesterday.* when the adverb indicates past, thus *-ed* is less communicatively valuable. ((Shiu, 2011, pp. 2- 6)

According to Contrastive Analysis Hypothesis (CAH), which was originally proposed by Lado in (1957) the degree of difficulty, corresponds to the degree of difference between the target language and the learners' native language. The more differences exist between the two



languages, the more difficult the target language will be for L2 learners. Thus, grammatical difficulty is determined by first and second language differences. (pp, 17)

The variety in forms and usages confuses English as second/foreign language for (ESL/EFL) learners. They learn new grammar rules every day, but they have difficulties applying them when they speak or write in English.

According to Larsen-Freeman (2002, p 3), verb tense-aspect system is regarded as one of the difficult grammatical areas for ESL/EFL students to master. However, this area does not appear to be difficult to teach. This is due to the reason that many grammatical rules exist in the various tense-aspect combinations and the semantic facts related to the proposed meanings that these combinations convey. For instance, in terms of describing the structures involved in the system, it is well known that English has two tense forms, present and past. It is equally well known that English speakers are likely to use a wide variety of other structures to indicate futurity (e.g., modals, phrasal modals, simple present, present progressive), but that the modal *will* is usually assigned to be remembered as the most well-known indicator that fills the role of the simple future. To have tense and aspect of the verb, the aspectual markers of perfect and progressive are added, giving us 12 verb tense-aspect combinations. When dealing with semantics, it gets more complex.

### 3. Methodology

#### 3.1 Participants

The participants of this study are 48 first year college students of English Department at College of Basic Education-Salahaddin University/ Erbil. in their last few weeks of their academic year 2018-2019. They have been chosen among 130 students of three classes randomly by the researcher to gain reliability of the research. The researcher intended to accomplish this research after that these grammar subjects were included in the syllabus and covered during the academic year. The participants enrolled in this research are relatively homogeneous in their native language, which is Kurdish, cultural and educational background.

#### 3.2 Instrument

To meet the objectives of this study the researcher used a closed-ended and open-ended questionnaire as the main research instruments (see the Appendix). The closed-ended questionnaire includes 19 items and the open-ended one includes three questions to be filled by the students. The researcher (or the teacher) intended to adapt the questionnaire according to the grammar topics covered in in the course that all the participants had been exposed to. The questionnaire is of three domains. In the first phase students were required to provide background information about their gender, nationality, and age. Second, they were asked to read the instructions and the aim of the questionnaire clearly before filling it. Lastly, they were asked to tick the most challenging grammar topics by rating each one on a 1 to 5 Likert-Scale (1 indicates being 'Very easy' and 5 'Very difficult'). The 19 grammar topics were listed according to the respondents' list of covered materials in the syllabus. In the open-ended questionnaire they were asked to answer three questions that the researcher prepared to serve the main objectives of the study.

#### 3.3 Procedure

On the last week of the course and before the final exam, the questionnaire was distributed in the grammar class. This was done in order to ensure that all the topics listed on the questionnaire were covered in class and students had enough exposure to these topics. The researcher consulted other experienced professors specialized in English grammar to have their invaluable points and remarks. The researcher distributed the questionnaire to the



students at the beginning of the class. She explained the purpose of the questionnaire and then left the class to have the students complete the questionnaire and to avoid answering any questions that may affect the participants' responses. The questionnaires were collected, coded, and analyzed by the researcher.

The data was collected through a 21-item questionnaire which was set by the researcher herself. The questionnaire was given to 48 students enrolled in the first stage grammar class in English department at College of Basic Education/ Salahaddin University/Erbil. The participants were asked to rate the grammar topics that they had covered on a 1 to 5 Likert-scale. This was done to determine the most common difficult grammatical subjects to fresh college students. With the findings of this research, the researcher aims to provide recommendations for teachers of these subjects in order to help their students to overcome these difficulties.

### 2. 4. Data Analysis and Discussion

Data was collected through a 21 items questionnaire which was set by the researcher herself. The participants were asked to rate the grammar topics that they had covered on a 1 to 5 Likert-scale. This was done to determine the most common difficult grammatical subjects to fresh college students. With the findings of this research, the researcher aims to provide recommendations for teachers of these subjects in order to help their students to overcome these difficulties.

The responses to the questionnaire were analyzed using descriptive statistics. For the purpose of this study, the analysis focused on the grammar topics identified as "Very easy", "Easy", "Neuter", 'Difficult' and 'Very difficult'. The questionnaire revealed the findings displayed in Table 1 and Figure 1.

**Table (1) Student's Responds to Rate Grammar Topics**

Qeus. Items	very easy=1	easy=2	neutral=3	difficult=4	Very difficult=5	Total
<b>Item 1</b>						
Frequency	35	11	2	0	0	48
Percentage	73	23	4	0	0	
Coeff. Midst	1.3					
Percentage Weight	33					

<b>Item 2</b>						
Frequency	24	19	4	1	0	48
Percentage	50	40	8	2	0	
Coeff. Midst	1.6					
Percentage Weight	41					

<b>Item 3</b>						
Frequency	19	20	7	1	1	48
Percentage	40	42	15	2	2	
Coeff. Midst	1.9					
Percentage Weight	46					



<b>Item 4</b>						
Frequency	7	13	17	9	2	48
Percentage	15	27	35	19	4	
Coeff. Midst	2.7					
Percentage Weight	68					

<b>Item 5</b>						
Frequency	35	10	3	0	0	48
Percentage	73	21	6	0	0	
Coeff. Midst	1.3					
Percentage Weight	33					

<b>Item 6</b>						
Frequency	17	14	11	3	3	48
Percentage	35	29	23	6	6	
Coeff. Midst	2.2					
Percentage Weight	55					

<b>Item 7</b>						
Frequency	12	16	13	6	1	48
Percentage	25	33	27	13	2	
Coeff. Midst	2.3					
Percentage Weight	58					

<b>Item 8</b>						
Frequency	5	4	16	18	5	48
Percentage	10	8	33	38	10	
Coeff. Midst	3.3					
Percentage Weight	82					

<b>Item 9</b>						
Frequency	16	9	16	5	2	48
Percentage	33	19	33	10	4	
Coeff. Midst	2.3					
Percentage Weight	58					

<b>Item 10</b>						
Frequency	9	11	13	11	4	48
Percentage	19	23	27	23	8	



Coeff. Midst	2.8					
Percentage Weight	70					

<b>Item 11</b>						
Frequency	6	7	13	18	4	48
Percentage	13	15	27	38	8	
Coeff. Midst	3.1					
Percentage Weight	79					

<b>Item 12</b>						
Frequency	7	8	20	10	3	48
Percentage	15	17	42	21	6	
Coeff. Midst	2.9					
Percentage Weight	72					

<b>Item 13</b>						
Frequency	4	13	15	14	2	48
Percentage	8	27	31	29	4	
Coeff. Midst	2.9					
Percentage Weight	73					

<b>Item 14</b>						
Frequency	16	15	8	6	3	48
Percentage	33	31	17	13	6	
Coeff. Midst	2.3					
Percentage Weight	57					

<b>Item 15</b>						
Frequency	12	14	12	7	3	48
Percentage	25	29	25	15	6	
Coeff. Midst	2.5					
Percentage Weight	62					

<b>Item 16</b>						
Frequency	10	14	14	5	5	48
Percentage	21	29	29	10	10	
Coeff. Midst	2.6					
Percentage Weight	65					

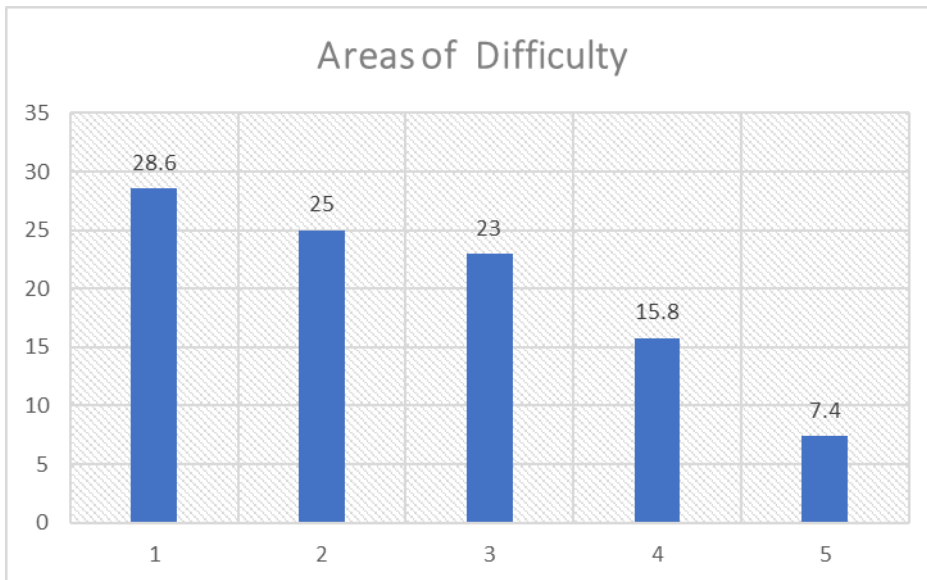
<b>Item 17</b>						
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Frequency	8	13	9	11	7	48
Percentage	17	27	19	23	15	
Coeff. Midst	2.9					
Percentage Weight	73					

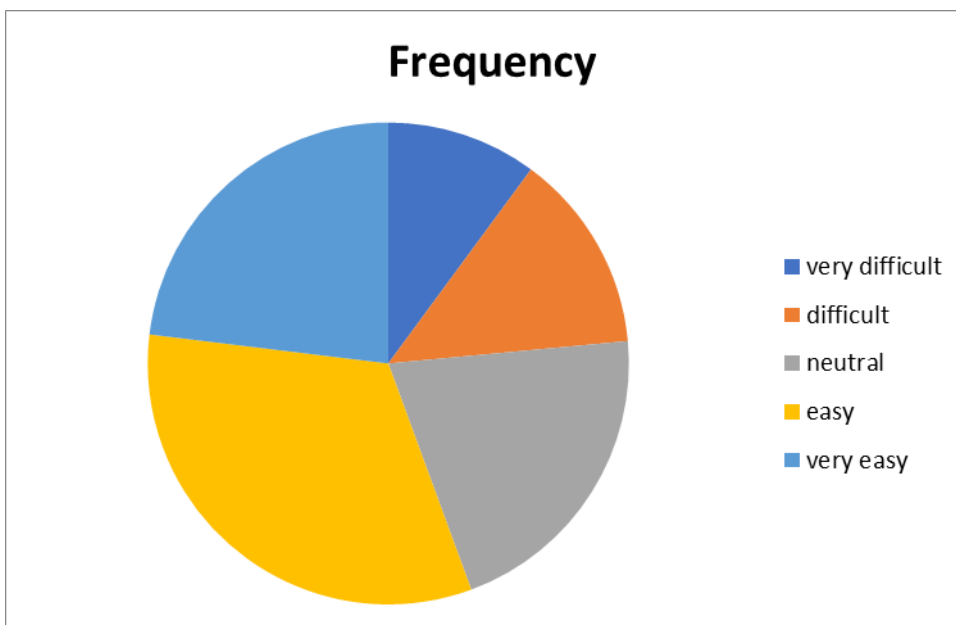
<b>Item 18</b>						
Frequency	5	9	7	12	15	48
Percentage	10	19	15	25	31	
Coeff. Midst	3.5					
Percentage Weight	87					

<b>Item 19</b>						
Frequency	14	8	10	8	8	48
Percentage	29	17	21	17	17	
Coeff. Midst	2.8					
Percentage Weight	69					



**Figure (1) Areas of Difficulty of the Grammar Topics**

Figure (2) Frequency of Easy and Difficult of Grammar Topics



From Table (1), figures (1) and (2) responses for the questionnaire were as follows:

The subjects present simple, present continuous, present perfect, and past simple are rated as very simple. Their percentage weights are between 33-41%, and their Coeff. Midst are between 1.3-1.9 This means that students regard these topics as very simple and they don't have difficulties in perceiving these grammatical topics. The implication that students regard these topics as *very easy* and *easy* is that they, as fresh students, have been taught these topics explicitly at school. This indicates that grammar instructions have been taught simply by presenting rules and then applying examples on them. So, students have built a good background knowledge through merely recognizing them as mere rules. Also, this confirms Thornbury's (1999p,160) claim that researchers claim that "learning seems to be enhanced when the learners' attention is directed to getting the forms right, and when the learner's attention is directed to features of the grammatical system". It is important to know how students' attitudes and beliefs are formed towards these grammatical forms. Students' prior language learning experiences may shape their beliefs. This is true for the rest of the responses of the items.

According to the results gained from the participant's responses, past continuous, past perfect, future simple with will/shall, zero (true) condition with *if*, and first (real) condition with *if* received percentage weight between 55- 62% and Coeff. Midst. between 2.2-2.5. This implies that students regard these grammatical topics as *easy* to *neutral*. Students in this respect are influenced by the fact that whenever they are asked about these grammatical terminologies, they immediately remember the explicit rules that represent these topics. For students of English language, it is not hard to recognize future simple for there are *will* and *shall* to express futurity. Nevertheless, learners of English should know that they should make use of other structures to indicate futurity like phrasal modals, simple present, and present progressive. Most of the time, the modals *will* and *shall* are assigned to fill the role of simple future. (Larsen-Freeman, Kuehn and Haccius, 2002,3). On the other hand, conditional sentences with the subordinator *if* may appear the most well-known type of conditional sentences. Students, in this respect regard true/zero condition with *if* as well as first/ real condition, as *easy* to learn.

Grammar subjects as present perfect continuous, the phrasal modal (be) going to (do) for future, future continuous, second/ unreal condition with *if*, third/past condition with *if* and





*wish* are assigned to have the percentage weight between 65-73%. Their Coeff. Midst. are between 2.6-2.9. Participants regard these grammar subjects as *neuter* to *difficult* grammar features. Dealing with the form of present perfect continuous, students may face confusion because of the form of the verb group. The structure (be) going to (do) is a special structure, often corresponds with personal future plans, intentions and expectations for future. When the verb to (be) is past (was/ were), it refers to past unaccomplished future plan.

It is sometimes hard to distinguish between present continuous for future and the structure (be) going to (do). It is possible that EFL learners make common mistakes regarding these two structures. Accordingly, learners may have difficulty in fancying an action which is in progression in future unless they try to shape the sequence of the pattern *will/shall* occurring with verb to (be) and *-ing* attached to the main verb. A condition is unlikely to happen when it is unexpected or far from reality. Second/ unreal conditional sentence with *if* has a structure that is unusual, especially with verb to (be). The subjunctive case of the verb to (be) with the singular subjects *I, she, he, it* may not be easily accepted by EFL learners as well as the third/ past conditional sentences with *if* because of their complex structures.

According to the subjects past perfect continuous, present continuous for future, and mixed condition with *if*, they scored the highest levels of difficulty. They gained 79-87% of the percentage weight which means 3.1-3.5 of Coeff. Midst. This means that students regard these topics as difficult to very difficult. Obviously, EFL learners may not be easily acquainted to complex patterns like past perfect continuous or structures that accept several possibilities like mixed condition with *if*. Using present continuous for fixed plans in future, as mentioned earlier, can be confused with (be) going to (do) which arises problems to EFL learners especially when the verb *go* is the main verb.

The two figures (1) and (2) illustrate the above-mentioned details with a pie and column chart. In the three items of the open-ended questionnaire, not all students responded to the items. As far as the item 20 of the open-ended questionnaire concerned, it was the item that majority of students answered, only one student left it blank. Participants wrote differently, with different points and styles. But majority of them expressed their problems and difficulties in these grammar subjects. The researcher is going to sum up these points as follows:

Some of the participants feel secure when they think of these subjects as merely rules that they can easily memorize. When they want to use them in their speaking and writings, they cannot find the correct structure in the correct context. Tenses like *past perfect continuous*, as well as *future perfect* are assigned by some of the participants who claim that it is hard for them to find the context that fits these tenses. Consequently, they can't apply them in their speaking and writing. Hence, the researcher tries to have the point that only memorizing the rule of a tense or of a structure is not profitable without using them in real contexts. This problem is also acknowledged by teachers of grammar. Teachers face this difficulty with their students. They always emphasize teaching grammar in context. They try hard to link these structures with actual situations in real life and ask their students to find the connection and apply them in their examples via their speaking and writing. According to Mishra (2010, p 178) "The main challenge for a teacher of grammar is to relate form with communicative function and communicative function with form." Most teachers see that cooperative learning may help in that students work in groups or in pairs to improve their language and hence the role of the teacher is to guide and scaffold them.

Another point is that participants regard *zero* and *mixed conditional* sentences with *if* as hard to perceive. They claim that they haven't studied these topics at school, but they have studied the three types of conditional sentences only. Sometimes learners rely only on the stock of the background knowledge they acquired in their early stages of learning a foreign language. Teaching at schools often undergoes the deductive method and students usually learn the rules by heart. Some of the participants can't accept the idea of having new patterns of what they have taken earlier. So, they don't imagine using them in the target language. One of the



participants wrote “The structure is very easy, but in uses it’s very difficult and make problem for me.”. Another student wrote “I think am good in structure and uses too, but about uses because we have too many uses. I feel nervous and I’m worried about it.”

As a matter of fact, some learners feel that grammar is only “unuseful” rules as expressed by a participant that: “ I faced many challenges in grammar especially with unuseful rules and verb structures, and grammar lecture didn’t affect me in learning English.” On the contrary, Others see grammar as an interesting lecture when the subjects are linked to real life situations.

In the 21<sup>st</sup> item of the open-ended questionnaire, some participants listed *mixed, third, second* and *zero* condition with *if*. Other participants listed *present continuous for future, future perfect* and *wish* as challenging. Other participants left this item blank.

According to the last item which is item number 22, participants suggest that teachers should teach such grammar topics in a more detailed way. Some suppose that dealing with any grammar subject should be associated with playing videos so that students remember the structures and the uses. A participant suggests to use these subjects in chats. Some others suggest to practice these topics in their speaking.

### 3. Findings and Recommendations

The current study aims at shedding light on the areas of difficulties facing fresh college students. With giving a descriptive analysis of the data collected by the researcher, the study reached at the following points:

With regard to the responses of the participants to the items of the closed-ended questionnaire, present simple, present continuous, past simple and present perfect are very easily perceived. Their structure and their uses are easily learnt. The grammar topics past continuous, past perfect, future simple with will/shall, zero (true) condition with *if*, and first (real) condition with *if* are regarded as *easy to neuter*. This means that students don’t have difficulty in learning them and using them in contexts. The grammar subjects as present perfect continuous, the semi modal (be) going to (do) for future, future continuous, second/unreal condition with *if*, third/past condition with *if* and *wish* are regarded as *neuter to difficult*. As the responses of the questionnaire reveals that past perfect continuous, present continuous for future, and mixed condition with *if*, are scored as *difficult to very difficult*.

On the other hand, responses to the items of open-ended questionnaire reveal that participants face difficulty despite the fact that they can easily recognize the form of the above-mentioned items. This is due to the fact that they can’t match them to the real contexts and they don’t know how to use them in their speaking and writing. Their suggestion is to study these grammar subjects in a more detailed way. They emphasize on necessity of practicing and doing more tasks and assignments.

These findings imply the fact that learners’ perceptions of grammatical difficulty which is based on explicit knowledge of the target features, may not match task performance that depends on better use of the implicit knowledge. Grammar cannot be presented in isolated sentences because it doesn’t allow learners to see how grammatical structures function in sentences. When students admit the fact that they can’t use past perfect continuous happening with another past, it means that they can’t stimulate the flow of authentic input that matches the logical sequence. Using these grammatical forms in isolation often provides opportunities for formal declarative mastery and not a comprehensive perception of the forms. As a teacher of grammar and a researcher, when students claim that a certain grammatical topic is easy, this doesn’t imply that they have mastered that topic and don’t have any problem with it. Through experience, teachers know that students make many mistakes even when they regard these subjects as easy especially in negating and interrogating the sentence. They may claim this because they feel that they know the rules and may apply some sentences correctly.



The researcher recommends that more researches on difficulties should be conducted. Not only taking the fresh students as a sample, but the four stages of college students to deal with their challenges and difficulties. She also recommends sharing grammar syllabus with other modules especially writing and speaking skills to operate the decided grammar items in academic writing and speaking.

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**Appendix (1)**

**QUESTIONNAIRE: DIFFICULT GRAMMAR TOPICS FACING STUDENTS OF ENGLISH LANGUAGE AT COLLEGE LEVEL**

Stage: 2 Gender: Male [ ] Female [ ] Age: \_\_\_\_\_  
 Native Language: \_\_\_\_\_ How long have you been learning English? \_\_\_\_\_

**INSTRUCTIONS**

1. Rate each grammar topic according to how difficult or easy it is for you on a 1 to 5 scale:  
 1 = Very easy  
 2 = Easy  
 3 = Neutral  
 4 = Difficult  
 5 = Very difficult

*\* The aim of this questionnaire is to find out the most common grammar difficulties facing English college students. The answers will be kept confidential and in no way will determine the students' performance in practicing grammar inside or outside the class. Thank you for your cooperation.*

No. of items	TOPICS	Very easy=1	Easy=2	Neuter=3	Difficult=4	Very difficult=5
1	Present simple					
2	Present continuous					
3	Past perfect					
4	Present perfect continuous					
5	Past simple					
6	Past continuous					



7	Past perfect					
8	Past perfect continuous					
9	Future simple/ will, shall					
10	Future with (be)+going to+(do)					
11	Present continuous for future					
12	Future continuous					
13	Future perfect					
14	Zero (true)condition with <i>if</i>					
15	First (real) condition with <i>if</i>					
16	Second (unreal) condition with <i>if</i>					
17	Third (past) condition with <i>if</i>					
18	Mixed condition with <i>if</i>					
19	Wish					

20. Please indicate which kind of difficulty you face during studying the above grammatical topics. After you have studied these topics, you feel that you have difficulty in using them in speaking or you cannot apply them in writing a paragraph for example.

.....  
 .....  
 .....  
 .....

21. Please rate the most challenging topics you faced during the academic year of studying grammar.

List them if there are more than three

.....  
 .....  
 .....  
 .....

22. What suggestions do you have in your mind to avoid these difficulties?

.....  
 .....  
 .....  
 .....  
 .....

**ئاسته نكگه كانى به ردهم قوتايان، فيربووانى زمانى ئينگليزى وهك زمانى ييگانه، له هه ندى باهتي ريزمانيدا****جوان نه حمهد مسته فا**

كۆليزى به روه ردهى بنه رپه تي- به شى زمانى ئينگليزى/ زانكۆ سلاحه دين- هه ولير

**پوخته**

بۇ فير بوونى هه زمايىك، ده بيت ريزمانى نه وزمانه بخويئندريت، كه قورستين لايه نى زمانه. ريزمان سيستمىكى مانابه خشى ييكه وه لكواداده نريت له روى ييكه ينانوگواستنه وهى زمان. ووتنه وهى ريزمان هه ميشه بوته سه رچاوهى مشت ومركردن بۇ ووتنه وهى زمانى دووهم و زمانى ييگانه قوتايان هه ركايىك گوي بيستى ووشه ي "گرامر" ده بىن هه رچهنده ماموستايان هه ميشه ته واوى هه ولى خويان ده دن بۇ نه وهى وانهى ريزمان چيژبه خش بيت و نه بيتته سه رچاوهى هه رپه شه و هه راسان بوونى قوتايان. ريزمانى زمانى ئينگليزى به سيستمىكى ياسايى سينتاكسى داده نريت كه وا ريكخستن ودانه پالى ووشه كان ريكده خات بۇ ييكه ينانى رسته كان. بۇ نه وهى گوي كردن له بار وگونجاو بيت، ده بيت زانباريه كى باش هه بيت ده ربارهى ريزمان. بۇ نه وهى زمانى ئينگليزى به باشى فير بيت، ده بيت هه موو شيواز و ييكه اته كانى بزانيت كه زمانى ئينگليزى شله زان دووه وهكو زمانى دووهم و زمانى ييگانه. بۇ قوتايانى زمانى ئينگليزى. فيربووانى زمانى ئينگليزى له وانه يه هه موو رويك چهنده ياسايه كى نوئ فير بين به لام بويان ئاسان نه بيت كه هم ياسايانه به رپه و بكه كاتى گوكردن وكاتى نوسين به ئينگليزى. هم تويزينه وه يه هه ول ده دات كه تشك بخاته سه ر نه و باهته ريزمانيه كه وا قوتايانى كوليژ ييان وا به كه فيربوونيان قورسه. هم تويزينه وه يه ده به ويت باهته قورس و ئاسانه كان ديارى بكات له روانگه قوتايانه وه. هه روه ها ئامانجى ديارى كردنى چهنده ريكا چاره يه ك بۇ روه به روه وهى نه و ئاسته نكگه ده خاته روه. هم تويزينه وه يه گرنگى پيداگوجى هه يه به وهى كه چهنده راسپارده يه ك وچهنده پيشنياريك ده خاته روه بۇ چونه تي ووتنه وهى نه و باهته ريزمانيه.

**ووشه كلييه كان:** ئاسته نكگه كان، باهتي ريزمانى، له گوشه نيگاي قوتايانه وه، زمانى ييگانه،

**الصعوبات التي تواجه طلاب اللغة الانكليزية كللغه الاجنبية في القسم الانكليزى في بعض المواضيع القواعديه****جوان احمد مصطفى**

كلية التربية الاساس- قسم اللغة الانكليزية/جامعه صلاح الدين- اربيل

**ملخص**

للممكن من تعلم اى لغة يجب ان تتعلم قواعدها لانها الجانب الاساسى والاصعب فى اللغة. يعتبر النحو نظاما متماسكا من ناحيه التركيب و التنقل. تعليم قواعد اللغة لا يزال مصدرا للجدل خاصة لتعليم اللغة الثانية او اللغة الاجنبية. كلما سمع الطلاب كلمة "النحو" امتلكوا الشعور بالذبول مع ان الاساتذه يبذلون قصارى جهودهم لى يجعلوا درس القواعد شيقا وممتعا ولا يسبب القلق والتوتر لدى الطلاب. قواعد اللغة الانكليزية تعتبر كجمله من القوانين النحويه التي تتضمن تنظيم و ترتيب المفردات لتكوين جمله مفيدة. التحدث بالانكليزية بطلاقه يحتاج الى الاطلاع التام والشامل بكل نواحي الاستعمالات والتركيبات للجمله الانكليزية عندما توءخذ كاللغة الثانية او الاجنبية مصدرا للارتباك. من الوارد ان يتعلم طالب اللغة الانكليزية EFL/ESL قوانين جديدة كل يوم ولكن يصعب عليهم استعمال تلك القوانين فى محادثاتهم وكتاباتهم. ان هدف هذا البحث هو تسليط الضوء على المواضيع الصعبة التي تواجه طلاب اللغة الانكليزية لذلك فانها تهدف الى تعيين المواضيع القواعديه الصعبة والسهلة من منظور الطلاب. ايضا هذه الدراسة تحاول ان تقدم بعض التوصيات بعد عرض النتائج لغرض مساعده الطلاب للتغلب على تلك المصاعب التي يواجهونها. لذلك فهذه الدراسة لها ميزه بيداكوجيه لتقديمها اقتراحات قيمه لهدف تدريس تلك المواضيع القواعديه

**الكلمات الداله:** الصعوبات، مواضيع قواعديه، من منظور الطلاب، لغة اجنبية