



Comparative Analysis Of Grammatical Emphasis And Rhetorical Emphasis In English Language

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ABSTRACT

This qualitative research delves into the nuances of grammatical emphasis and rhetorical emphasis in the English language, aiming to illuminate the challenges faced by students and explore potential solutions suggested by teachers. Employing purposive sampling, seven students were selected from diverse linguistic backgrounds to participate in semi-structured interviews, focusing on identifying specific grammatical and rhetorical difficulties encountered in their language learning journey. Additionally, three face-to-face interviews were conducted with experienced English language teachers to gather insights into effective pedagogical strategies for addressing these challenges. Data analysis was conducted utilizing NVivo 14 software, employing a combination of thematic analysis and coding techniques. Through the thematic analysis, recurring themes pertaining to grammatical and rhetorical emphasis were identified from the students' interviews, providing a comprehensive understanding of their struggles. Thematic analysis was employed to explore deeper patterns and connections within the data, enhancing the richness of the findings. The results revealed distinct patterns of difficulty in both grammatical and rhetorical aspects of English language learning, with students facing challenges ranging from syntactic structures to rhetorical devices. Furthermore, teachers offered valuable suggestions for addressing these issues, emphasizing the importance of interactive teaching methods and contextualized learning approaches. This research contributes to the existing literature by shedding light on the intricate interplay between grammatical and rhetorical emphasis in English language education. The findings provide valuable insights for educators and curriculum developers to tailor instructional strategies that effectively address the diverse linguistic needs of English language learners.

Keywords: *English Language Learning; Grammatical Structures; Grammatical Emphasis; Rhetorical Emphasis and Pedagogical Strategies*

Introduction

In our interconnected world, the need for English language fluency has grown more and more crucial. This is because successful communication now extends beyond geographical and cultural boundaries; Rashid, M. H., Shamem, A. S. M., & Hui, W. (2022). Consequently, scholars, educators, and policymakers have shown considerable interest in English language instruction; Hossain, K. I. (2024). The mastery of English competence relies heavily on understanding the complex grammatical and rhetorical aspects that support successful communication. Grammatical emphasis refers to language's structural elements, such as syntax, grammar rules, and sentence construction; Arbi, A. P. (2024). In contrast, rhetorical emphasis centres on the persuasive aspects of language, encompassing rhetorical devices, discourse methods, and communication approaches. Although it is crucial to become fluent in these areas in order to utilise the English language

effectively, learners frequently face a range of difficulties during their language learning process; Rashid, H., & Hui, W. (2021) & Shaikh, S., (2023).

The obstacles encountered by individuals learning the English language are complex and varied, arising from a multitude of factors, including their linguistic heritage, cultural environment, and educational background; Kumayas, T., (2023). Many learners find it challenging to navigate the intricacies of English grammar. The complexities of syntax, tense use, and word order can pose significant difficulties, especially for learners whose mother languages utilise distinct grammatical systems; Alkhamash, R., (2023). Furthermore, rhetorical competency, which entails the skilful use of language to communicate ideas and influence audiences, has its own unique difficulties. Some individuals may find it challenging to effectively utilise rhetorical devices, such as metaphors, similes, and analogies, to improve their communication abilities; Shokirovna, D. S. (2023). Despite the widely acknowledged importance of a strong command of grammar and rhetoric in English language learning, learners often face difficulties in acquiring these specific skills; Rashid, M. H., Lan, Y., & Hui, W. (2022).

These obstacles may impede their ability to converse fluently and limit their general language advancement. Furthermore, the efficacy of pedagogical tactics utilised by English language instructors in tackling these difficulties may differ; Deng, M. (2023). While many educators may employ inventive and efficient methodologies, others may have difficulties appropriately addressing their pupils' language requirements. Hence, it is crucial to investigate and determine efficient teaching methods that can tackle the grammatical and rhetorical challenges faced by those learning the English language; Nosirova, D. (2023).

Literature review

Two essential factors, a focus on grammar and a focus on rhetoric, influence learners' competency throughout the domain of English language education. These closely connected factors impact learners' capacity to speak proficiently and understand subtle verbal expressions.

Grammatical Emphasis: Grammatical structures are the fundamental building blocks of language ability. They determine how words, phrases, and clauses are organised inside sentences; Alisoy, H. (2023). Proficiency in grammar involves skilfully traversing syntactic structures, comprehending morphological principles, and fully comprehending semantic subtleties. Acquiring grammatical competency can be challenging for learners due to the numerous rules and exceptions inherent in the English language. Research has investigated several grammatical issues that present challenges for learners; Nosirova, D. (2023). These encompass tense and aspect, requiring learners to differentiate between various temporal connections conveyed through verb forms. Furthermore, articles and determiners pose difficulties because of their subtle use in the English language. Sentence structure, with its complex phrases and clauses, further complicates the acquisition of grammar; Deng, M. (2023).

Rhetorical Emphasis: Rhetorical competence refers to the capacity to utilise efficient communication tactics, such as structuring thoughts, convincing listeners, and adjusting language to fit various situations. It is crucial for learners to have a deep understanding of the rhetorical norms often used in English discourse in order to effectively participate in a wide range of communication situations; Casal, J. E., & Kessler, M. (2024). Genre analysis provides valuable insights into the variations in rhetorical structures among various discourse groups. Through the analysis of genre-specific conventions, learners can acquire expertise in academic writing, professional communication, and other specialised fields. However, achieving proficiency in rhetorical awareness goes beyond just having language skills—it requires comprehending cultural standards, audience anticipations, and communicative objectives; Edholm, R. (2024).

Synthesis and Implications: The combination of grammatical and rhetorical emphasis highlights the intricate nature of English language teaching. An effective teaching approach should incorporate both components, enabling learners to develop a comprehensive grasp of language usage. Through the integration of grammatical teaching and rhetorical awareness, educators may provide learners with the necessary skills to skilfully navigate various communication situations.

Furthermore, in order for learners to successfully monitor and manage their language usage, it is essential to cultivate metacognitive abilities; Luo, Y. H., (2023). Engaging in reflective activities, such as self-assessment and peer criticism, helps learners become more aware of grammatical and rhetorical aspects, which in turn aids their language growth. Mastery of grammatical and rhetorical emphasis is crucial for English language learners to attain effective communication skills. Through the implementation of integrated teaching methods and fostering metacognitive awareness, educators have the ability to empower learners in effectively navigating complicated situations; Ando, S., (2023).

Research Objectives

This research seeks to address the following objectives:

Research Objectives- 1: Explore grammatical and rhetorical difficulties in English language learning.

Research Objectives- 2: Collect effective pedagogical strategies from English language teachers.

Research Objectives- 3: Recommend tailored approaches for addressing linguistic needs in English language education.

Research Questions

To achieve these objectives, the following research questions will be addressed:

Research Question- 1: What are the difficulties in English language learning?

Research Question- 2: What teaching methods work best for English language teachers?

Research Question- 3: How can we improve English language education for learners' needs?

Research Methodology

This qualitative research endeavour employs a comprehensive methodological framework to explore the nuances of grammatical and rhetorical emphasis in English language learning. The methodological design encompasses various components, including sampling, data collection, data analysis, ethical considerations, and strategies to ensure validity and reliability; Vegesna, V. V. (2023).

Research Design

The qualitative research design is chosen to facilitate an in-depth exploration of the challenges faced by English language learners and the pedagogical strategies suggested by experienced teachers. This design allows for a rich understanding of the complexities inherent in grammatical and rhetorical aspects of language learning; Dunwoodie, K., (2023).

Sampling

Purposive sampling is utilized to select participants who offer diverse perspectives and experiences in English language learning. Seven English language learners are chosen to participate in semi-structured interviews, representing a range of linguistic backgrounds and proficiency levels. Additionally, three experienced English language teachers are selected for face-to-face interviews to provide insights into effective pedagogical strategies. This sampling approach ensures that the data collected reflect a breadth of experiences and perspectives within the context of English language education; Obilor, E. I. (2023).

Data Collection

Semi-structured interviews serve as the primary method of data collection. Interviews with students focus on identifying specific grammatical and rhetorical difficulties encountered during their language learning journey. Questions are designed to elicit detailed responses about challenges faced, strategies employed, and areas requiring improvement; Rashid, M. H., & Sipahi, E. (2021). Similarly, interviews with teachers aim to gather insights into effective pedagogical approaches for addressing these challenges. The interviews are audio-recorded with participants' consent to capture their responses accurately and comprehensively; Belina, A. (2023).

Data Analysis

Data analysis is conducted utilizing NVivo 14 software, employing a combination of thematic analysis and coding techniques. Thematic analysis is employed to identify recurring themes related to grammatical and rhetorical emphasis from the students' interviews. This approach allows for the identification of common patterns and challenges faced by learners. Additionally, coding techniques are utilized to explore deeper connections and nuances within the data, enhancing the depth and richness of the findings; Al-Yahmadi, H.,(2024).

Ethical Considerations

Ethical considerations are paramount throughout the research process to ensure the protection and well-being of participants. Informed consent is obtained from all participants prior to their involvement in the study, outlining the purpose of the research, confidentiality measures, and their rights as participants. Participants are assured of anonymity, and any identifiable information is anonymized during data analysis and reporting. Furthermore, ethical guidelines regarding participant welfare, privacy, and confidentiality are strictly adhered to throughout the research process; Kaddoura, S., (2023).

Validity and Reliability

Several strategies are employed to ensure the validity and reliability of the findings. Triangulation, through the use of multiple data sources (student and teacher interviews), enhances the credibility of the findings by corroborating evidence from different perspectives. Member checking is also conducted, allowing participants the opportunity to review and provide feedback on the findings, ensuring accuracy and authenticity. Additionally, reflexivity is practiced, with the researchers critically reflecting on their own biases and assumptions throughout the research process to minimize potential biases and enhance the trustworthiness of the study.

This methodological framework provides a robust foundation for conducting qualitative research on grammatical and rhetorical emphasis in English language learning. By employing rigorous sampling, data collection, and analysis techniques, this research aims to provide valuable insights into the challenges faced by learners and the pedagogical strategies recommended by teachers. Through ethical considerations and strategies to ensure validity and reliability, this research endeavours to contribute to the existing literature on English language education and inform instructional approaches tailored to the diverse linguistic needs of learners.

Results and Discussions

Research Question- 1: What are the difficulties in English language learning?

Code	Description	NVivo Percentages
Grammatical Challenges	Struggles with English grammar rules and structures.	15%
Cultural Influence	Impact of culture on language learning.	10%
Skills Challenge	Difficulties in specific language abilities.	12%
Pronunciation Challenges	Challenges in speaking English clearly.	8%
Acquisition Challenges	Trouble learning and using English words.	7%
Structure Challenges	Difficulty in constructing correct English sentences.	6%
Comprehension Challenges	Problems understanding spoken English.	5%
Fluency Challenges	Struggles to speak English fluently.	5%
Reading Comprehension	Reading Comprehension Challenges	4%
Writing Proficiency Challenges	Challenges in writing English effectively.	4%
Cultural Awareness	Awareness of cultural differences in language use.	6%
Language Exposure	How much English learners are exposed to?	5%
Background Influence	Influence of past education on language learning.	4%
Motivation	Factors driving learners to study English.	4%
Technology Assistance	Use of technology in learning English.	3%
Social Interaction	Interaction with others in English.	3%
Learning Strategies	Strategies learners use to study English.	4%
Age Factors	How age affects learning English.	3%
Feedback and Correction	Giving and receiving feedback in English learning.	2%
Peer Learning	Learning English together with peers.	2%

Grammatical Challenges (15%): This category encompasses the difficulties that learners encounter in understanding and applying the rules and structures of English grammar. Based on your statistics, this is the most prominent challenge. Cultural Influence (10%): This code refers to the impact of culture on the process of acquiring linguistic skills. It indicates that cultural influences have a substantial influence on how individuals acquire and use the English language. Skills Challenge (12%): This area assesses the level of difficulty in certain language skills, including vocabulary and idiomatic phrases, in addition to grammar. Pronunciation Challenges (8%): This section addresses the specific obstacles encountered when attempting to articulate English words accurately and intelligibly. Accurate pronunciation is essential for successful communication. Acquisition Challenges (7%): This rating indicates difficulty in the process of acquiring and keeping English words, highlighting concerns about vocabulary acquisition. Structure Challenges (6%): This category focuses on the obstacles encountered when generating grammatically accurate English sentences, including issues related to syntax and sentence construction. Comprehension Challenges (5%): This category refers to problems in comprehending spoken English, specifically suggesting difficulty in listening comprehension. Fluency Challenges (5%): This term pertains to difficulties encountered when speaking English with ease and smoothness, such as hesitations, pauses, or a lack of fluidity in speech.

The reading comprehension category, which accounts for 4% of the assessment, explicitly addresses difficulties in comprehending written English material. Writing Proficiency Challenges (4%): This code indicates obstacles in properly composing English text, which may encompass problems with grammar, vocabulary, or organisation. Cultural Awareness (6%):

This category pertains to the recognition and understanding of cultural disparities in language usage, which is crucial for achieving successful communication in varied environments. Language Exposure (5%); this metric measure how much learners immerse themselves in the English language, significantly influencing their level of competence. Background Influence (4%): This category indicates that learners' previous education has an impact on their language acquisition process. Motivation (4%): Motivation is a vital component in language acquisition, and this code symbolises the characteristics that propel learners to engage in the study of English. Technology Assistance (3%): This category pertains to the use of technology for the purpose of acquiring English language skills, encompassing a wide range of tools such as language learning applications and online courses.

Social Interaction (3%): Engaging with others in English is crucial for the development of language skills, and this code symbolises its importance. The Learning Strategies category, accounting for 4% of the total, encompasses the diverse approaches individuals employ to study English. Age Factors (3%): Age can influence

language acquisition, with younger learners often displaying greater adaptability. However, based on your data, it appears that age has a rather small impact. Feedback and Correction (2%): The process of providing and receiving feedback in the context of learning English is crucial for enhancing one's skills, as demonstrated by this code. Collaborative learning (2%): This code suggests that studying English in a group with peers is an effective technique for learning. This study offers a thorough comprehension of the obstacles and elements that affect the process of learning the English language. The main areas of concern are grammatical difficulties, cultural impact, and specialised language abilities.

Research Question- 2: What teaching methods work best for English language teachers?

Code	Description	Coding Percentage
Teaching Methods	General coding for discussions related to various teaching techniques and approaches	25%
Instructional Approaches	Sub-coding for specific methods utilized in language teaching	20%
Grammatical Challenges	Coding for discussions on difficulties related to grammar learning	15%
Technology	Coding for discussions on the integration of technology in language teaching	15%
Multimedia Resources	Sub-coding for discussions specifically related to multimedia resources	10%
Assessment Strategies	Coding for discussions on methods of assessing language learning progress	15%

The NVivo coding table provides a detailed analysis of conversations pertaining to teaching methods, instructional approaches, grammatical difficulties, technological incorporation, multimedia materials, and evaluation techniques in language training.

Teaching methods (25%): This category covers a wide range of comments on different strategies and approaches used in language training. These talks may entail deliberations, juxtapositions, or assessments of various teaching approaches, such as communicative language instruction, task-based learning, or immersion programmes. Academic study in this field may concentrate on determining the efficacy of various instructional techniques in promoting language learning, investigating their use in various educational settings, or analysing their influence on learner motivation and involvement.

Instructional Approaches (20%): Instructional approaches, often known as teaching methods, are specialised techniques used in language education. Possible methods of education may encompass direct instruction, collaborative learning, project-based learning, or differentiated training. Academic research may examine the pedagogical concepts that underlie these techniques, analyse how they are used with different levels of skill and types of learners, or investigate how they match with theories and frameworks of language acquisition.

Grammatical Challenges (15%): This category focuses on topics related to the challenges associated with learning grammar. Academic research in this field may investigate several elements that affect the process of acquiring grammar, such as the student's ability, different teaching approaches, or the impact of the learner's first language. Research may also explore successful methodologies for instructing and acquiring grammar, including explicit instruction, implicit learning, or mistake correction procedures.

Technology (15%): includes discussions on how to incorporate technology into language teaching. Academic research may centre on the use of computer-assisted language learning (CALL) technologies, internet resources, mobile applications, or virtual reality simulations to improve language education and achieve better learning results. The research may analyse the effectiveness of certain technological interventions, evaluate the most effective methods for incorporating technology, or study the influence of digital literacy on language competence.

Multimedia Resources (10%): This category primarily includes comments related to multimedia resources, which fall under the sub-category of technology. This may involve utilising audio-visual elements, interactive media, digital games, or internet platforms to enhance language learning. Academic research may evaluate the efficacy of multimedia materials in facilitating language acquisition, examine their motivating advantages for learners, or delve into matters like accessibility and inclusion.

Assessment Strategies (15%): This category encompasses discussions about techniques used to evaluate the progress of language acquisition. Academic research in this field may investigate many types of assessments, including proficiency examinations, performance assessments, portfolio assessments, or self-assessment systems. Studies may analyse the veracity, dependability, and feasibility of various evaluation techniques, study their congruence with educational goals and desired learning results, or scrutinise their influence on learner motivation and self-control. The NVivo coding table offers a systematic framework for assessing talks pertaining to fundamental elements of language instruction and acquisition. Academic research in these fields enriches our comprehension of successful teaching methods, guides the creation of educational programmes and instructional plans, and improves language education policies and implementation tactics.

Research Question- 3: How can we improve English language education for learners' needs?

Code	Description	Coding %
English Language Education; P8; P9 and P10	General coding for discussions related to English language education and its improvement	100%
Curriculum Modifications P9 and P10	Coding for discussions on changes or adaptations to the curriculum to meet learner needs	25%
Teacher Training Programs P8 and P9	Coding for discussions on programs or initiatives aimed at improving teacher preparation	25%
Diverse Learner Populations P8 and P9	Sub-coding for discussions specifically related to diverse learner populations	25%
Parental Involvement; P10	Coding for discussions on the role of parents in supporting language learning	15%
Learner Autonomy; P8	Coding for discussions on strategies to promote learner autonomy and self-directed learning	10%

English Language Education (P8, P9, and P10): The discussions mostly revolve around this category, as it is fully programmed at 100%. Discussions in this area may encompass instructional approaches, language learning theories, language assessment procedures, and language competency requirements. Participants are encouraged to engage in conversations about efficient teaching methods, language acquisition materials, and obstacles encountered in the field of language education.

Curriculum Modifications (P9 and P10): Although there are some discussions on curricular adjustments, they are not as comprehensive as those focused on English language education. Subjects within this category may encompass discussions on revising educational guidelines, incorporating innovative pedagogical methods, integrating technology into the curriculum, and adapting content to cater to the varied requirements of learners. Discussions may revolve around curriculum design ideas, assessment methodologies, and ensuring alignment with educational standards.

Teacher Training Programs (P8 and P9): The topics in this category focus on endeavours to enhance teacher training. Participants can explore topics such as professional development programmes, pre-employment and on-the-job training courses, mentoring opportunities, and best practices in teacher education. They may participate in discussions on ways to improve teaching skills, expand knowledge of subjects, improve classroom management techniques, and promote cultural understanding among educators.

Diverse Learner Populations (P8 and P9): This sub-category focuses on talks that especially address the requirements of varied learner demographics. The topics covered may include inclusive pedagogical approaches, varied instructional methodologies, adaptations and adjustments for learners with impairments, English language learners (ELLs), intellectually advanced and brilliant students, and students from culturally and linguistically diverse backgrounds. Attendees get the opportunity to engage in conversations about matters of fairness and availability in education, as well as strategies for establishing inclusive learning environments that cater to the needs of every student.

Parental Involvement (P10): Although not as prevalent as in other areas, talks on parental participation mostly revolve around the role of parents in facilitating their children's language acquisition process. Possible subjects of discussion might encompass methods for cultivating parental involvement, establishing collaborations between educational institutions and families, encouraging literacy-related endeavours inside households, and overcoming cultural and language obstacles to parental engagement. Participants will engage in a discussion about the influence of parental support on student motivation, academic performance, and language acquisition.

Learner Autonomy (P8): Conversations on learner autonomy and self-directed learning are rather few in comparison to other topics. Nevertheless, participants have the opportunity to examine methods for enabling students to assume responsibility for their own learning, nurturing metacognitive abilities, encouraging learner autonomy, and building a mentality that embraces personal progress. Possible topics for discussion might encompass strategies for defining goals, exercises for self-reflection, opportunities for collaborative work with peers, and the utilisation of technology to enhance independent learning experiences. This in-depth analysis offers a subtle comprehension of the themes and subjects within each category, showcasing the varied viewpoints and priorities found in the conversations on English language education and related fields.

Findings

The study findings pertaining to the challenges encountered in English language acquisition, the efficacy of instructional approaches, and advancements in language education provide valuable insights. Initially, learners encounter significant difficulties in comprehending and implementing English grammatical rules, underscoring the necessity for focused instructional methodologies. Furthermore, cultural influences are crucial in the process of acquiring language, indicating the need to integrate cultural awareness into

educational courses. Furthermore, challenges in certain language abilities, such as enunciation and the acquisition of vocabulary, highlight the need for comprehensive ways to build language skills. Effective teaching methods involve using a range of instructional tactics, such as technology and multimedia resources, to provide compelling learning experiences. Furthermore, evaluation methods are essential for tracking advancement and providing guidance for instructional choices. It is crucial to make curriculum adjustments that are specifically designed to meet the requirements of language learners in order to improve language education. Additionally, providing teacher training courses to strengthen educators' readiness is also necessary. Moreover, catering to the requirements of varied learner groups necessitates the implementation of inclusive teaching methods and cooperation between educational institutions and families. Encouraging learner autonomy enhances student involvement and independent learning, leading to enhanced language competence. These findings offer useful insights for educators and policymakers to improve language learning outcomes and encourage successful English language education.

Recommendations

Enhancing English language teaching necessitates a comprehensive strategy that tackles the many obstacles revealed via research. Firstly, it is important to address grammatical difficulties directly by providing focused interventions that assist learners in comprehending and executing English grammar rules proficiently. Moreover, incorporating cultural awareness into language training can promote a more profound comprehension and admiration of the cultural milieu associated with the language, thereby promoting more significant and effective communication. It is crucial to employ established pedagogical approaches, such as communicative language instruction and task-based learning, customised to address the varied requirements of learners. Moreover, the use of technology in language training can offer important resources and engaging learning opportunities. Continual teacher training programmes are crucial to guaranteeing that educators have the requisite skills and knowledge to proficiently instruct English language learners. Encouraging learner autonomy enables students to take responsibility for their learning process, while including parents and addressing the needs of diverse learner populations are essential for creating inclusive and fair learning environments. By applying these suggestions, anyone with a vested interest may strive to improve English language instruction and facilitate successful language learning for all students.

Conclusion

The study's findings offer a valuable understanding of the challenges faced in English language acquisition, the effectiveness of instructional approaches, and advancements in language education. Comprehending and using English grammatical concepts poses significant challenges for learners, underscoring the need for targeted teaching methods. Moreover, cultural influences have a crucial role in language acquisition, underscoring the necessity of integrating cultural awareness into the educational curriculum. The challenges associated with specific linguistic talents underscore the necessity for comprehensive techniques to enhance language proficiency. Using technology and multimedia resources is essential for creating engaging learning experiences, making effective teaching methods necessary. Moreover, evaluation approaches play a vital role in monitoring progress and offering recommendations for instructional decisions. To improve English language education, it is recommended to introduce curriculum revisions that are tailored to the needs of language learners and to build comprehensive teacher training programmes. Furthermore, it is crucial to promote inclusive teaching methods and foster collaboration between educational institutions and families to successfully address the diverse needs of student populations. Encouraging learner autonomy enhances student engagement and fosters self-directed learning, leading to improved language proficiency. These findings provide valuable insights for educators and policymakers looking to improve language acquisition results and facilitate efficient English language instruction. Individuals who have an interest in or concern for the topic can try to create thorough and effective language learning environments that meet the requirements of all students by implementing the ideas provided.

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Appendix

Research Question 1: What are the difficulties in learning the learning the English language?

Sub-questions:

- 1.1 What specific grammatical challenges do learners face?
- 1.2 How do cultural backgrounds influence learning challenges?
- 1.3 Are there particular language skills that pose greater challenges?

Research Question 2: What teaching methods work best for English language teachers?**Sub-questions:**

- 2.1 Which instructional approaches effectively address grammatical challenges?
- 2.2 How do technology and multimedia resources assist language instruction?
- 2.3 What assessment strategies inform instructional practices?

Research Question 3: How can we improve English language education to meet learners' needs?**Sub-questions:**

- 3.1 What curriculum modifications accommodate diverse learner needs?
- 3.2 How can teacher training programmes better prepare educators for diverse learner populations?
- 3.3 What role does parental involvement play in supporting language learning?
- 3.4 What strategies promote learner autonomy and self-directed language learning?