



Challenges of teaching and learning grammar in online classes at the tertiary level

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Article Info

Article History:
Received on 4 July
2021
Approved on 8
November 2021
Published on 24
November 2021

*Keywords: Attitude;
Challenges; Learners;
Online classes;
Perspective*

Abstract

This paper investigates the attitude of teachers and students towards the teaching and learning of grammar for online classes. The current study aims to identify the difficulties that the students face when learning grammar through online sessions. The paper also gives an insight from teachers' perspectives who had conducted grammar classes online. For this, 20 male and female teachers and 80 female undergraduate students of a public university in Saudi Arabia were chosen as participants to carry out the study. To find out the benefits of this shift from face-to-face classes to online classes, the instruments used were questionnaires distributed to the teachers and students who experienced online sessions for almost two semesters. Based on the findings of the results of the study, the paper concludes and gives some recommendations on how both teachers and students can cope with the challenges faced during online classes while teaching and learning grammar.

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INTRODUCTION

Grammar is indispensable to language learning. Without it, no language can be learned properly. When learning English, some learners might have numerous difficulties and problems (Eltayef & Hussain, 2017). From time to time, they struggle with pronunciation, grammar, and vocabulary.

In a study conducted by Souisa and Yanuarius (2020), it is stated that in an EFL context, teaching grammar should be focused on teaching the pattern of language, and it should be taught properly so that students can have practical application in their speaking and writing. It is also mentioned that various strategies and meaningful activities should be incorporated when teaching grammar. As Morelli (2003, pp. 33-34) pointed, multiple approaches and methodologies are needed to cater to the needs and requirements of students based on their individual styles of learning.

It is a well-known fact that there are many difficulties faced by teachers and students with regard to grammar instructions in an ESL/EFL context (Al-Mekhlafi, 2011). In recent years, the use of technology to impart lessons in any course is imperative. The technology has grown at a fast pace and overtaken many aspects of education. The shift from face-to-face classes to online classes have benefitted students immensely because it has widened the door for all learners. Apart from students, teachers have also had the opportunity to experiment with new strategies to engage and motivate learners through online sessions.

However, online classes have their own challenges for both teachers and students. Students nowadays cannot think of studying without using technology. As soon as they come across a course or subject they have to choose, and they will immediately take the help of technology to guide them. However, students and teachers or instructors might not get the information to its fullest. Figueroa (2015) states that second language learning and instruction become more technology-based and that conducting a class without technology is taken as something unacceptable.

It is possible that the more technology's use is being incorporated in the lessons, the better the outcome will be. Without laptops/tabs and smartphones in class, students would easily get bored and lose interest in the lessons. They might get distracted quickly and lose their focus. Pullen, Swabey, Abadooz and Singh (2015) come to the same conclusion that in higher education, the use of technology such as laptops, smartphones, or other devices must be used to engage students. Since they are growing up in a digital world, they do not find traditional classes interesting and they do not have so much patience and concentration to focus on lecture-based classes. Students expect that teachers will come up with new and innovative ideas with the help of technology and keep them engaged in every lesson. In a study conducted by Singh and Harun (2016), it is stated that many practitioners have seen immense progress in students' learning because of lessons imparted online prior to class.

However, the shift from traditional classes to online classes makes learners and teachers who had been used to having face-to-face classes for years face a tremendous change in the whole system of giving and receiving instructions. Both teachers and students who are familiar with the traditional system of meeting, interacting, communicating face-to-face, are suddenly being challenged with adapting to the system of online instructions. Before the shift from traditional classes to online classes, only a few teachers and students were familiar with online instructions. A complete switch in the scenario where all classes were 100 percent online was something new for both parties. As stated by Oraif and Tariq (2021), "education has changed dramatically, with a distinctive rise in e-learning, whereby teaching is undertaken remotely or virtually and on digital platforms." (p.1). Hence, EFL/ESL learners in recent times expect that online learning will broaden their horizons for them and solve all issues related to language learning through online classes.

However, these expectations cannot be indulged when students have to rely on technology to learn materials, and they are also required to finish the syllabus within a restricted period. In recent times due to the sudden shift from face-to-face classes to online classes, conducting online classes for a course like grammar has become more challenging for both students and teachers. They realized that online classes also have their benefits. However, in teaching grammar, engaging the students online for grammar exercises is quite difficult for teachers because they cannot monitor their students' distractions and fairness in doing exercises like the face-to-face setting. Even for students, taking online lessons requires a lot of time, skill, practice, and patience. In a study conducted by Mohamed and Halim (2021), it is stated that teachers should also be well-trained to conduct online classes. Based on the experiences of both teachers and students regarding face-to-face classes, students feel more comfortable interacting with teachers. Furthermore, it would be easier to engage students more in a face-to-face class.

There is a huge difference between conducting the same course in face-to-face class and online class. The following positive and negative sides of teaching and learning grammar online are given based on the observations of teachers. Some of the positive sides show that students' attendance is satisfactory. Participation of students in the class is satisfactory and most students are highly motivated to know about the course. Moreover, students can easily engage in pair work or group work in completing their tasks. They can immediately ask teachers about any problem they face regarding any rules, structures, or patterns. In a face-to-face class, teachers can monitor whether all students bring their textbooks to class. They can demonstrate a variety of examples and practical application of the rules and structures is more effective and helpful. Finally, students get the benefit of getting feedback on their practice/learning grammar attentively.

On the other hand, the researchers observed that with the shift from face-to-face classes to online classes, the whole scenario changed. Attendance of the students was not satisfactory and they participated less in the discussions. Only a few students were interested to learn the course and there was a lack of motivation on the students' side. It became difficult to monitor if all the students had the textbook with them and if they followed it. Some students only attended classes without participating or following teachers' online instructions. There was also less practical application of the structures and rules discussed in the lessons. Finally, if students failed to understand anything, they were reluctant to ask teachers.

In a regular face-to-face class, students would be introduced to a topic first. Then, they would be given a couple of minutes to come up with some ideas based on their background knowledge. Then the next step would be that teachers would elicit some examples from the students. However, with the shift from face-to-face class to online class, some of these things were not possible to monitor at all. First of all, teachers are not even sure if all the students have the text in front of them. Second, whether all the students are following the lessons in the text cannot also be ensured. Finally, while responding to the teacher's questions, only a couple of students would respond. In this case, teachers do not have access to monitor all the students and ask them to participate. Based on these observations, the researchers were interested in conducting a study from teachers' perspectives and learner's perspectives regarding online classes of grammar.

Literature review

Grammar is indispensable to language learning and it is necessary to acquire a language properly. Numerous studies have been conducted on the challenges and difficulties which both teachers and students face while giving and attending grammar classes. According to a study, grammar was perceived as more important than other language skills, especially for L2 learners (Widodo, 2006).

However, it had been observed that use of technology in any EFL/ESL class heightened the motivation level of students (Al-Mekhlafi & Nagaratnam, 2011). Yet, it remains questionable how far or to what extent it has an effect on student's performance level. They can do well in classroom activities, but when it comes to completing a full course for the entire semester online without ever meeting the instructor or the classmates is something to be reflected upon. In a study conducted by Al-Jarf (2005), it is stated that the use of technology has varying effects on students' attitudes towards foreign/second language instruction. The study focuses on the fact that the online grammar course was helpful for the students and helped them to learn English grammar and assist them in their homework. It also gave them confidence. However, in the same study, it is also pointed out that the glamour of technology does not ensure students' success compared to a traditional classroom environment. The research conducted by Al Bataineh, Banikalef and Albashtawi (2019) shows the effectiveness of blending online instruction in in-class instruction for students' achievement in grammar. The study does not focus on teaching and learning grammar completely online, and assessing students' performance levels. Moreover, the grammar course which is taught is only a supplementary course. Therefore, students did not have to worry about their grades.

Apart from the study mentioned earlier, some researchers have promoted concordance-based learning and teaching of grammar. In the studies conducted by Tang (2011) and Turkmen and Aydin (2016), they mention that concordance-based learning and teaching help students to become independent learners. They are exposed more to the authentic language. However, it is seen that several key skills that contribute to successful study online are organization, time management, study skills, and digital competencies (Andrews & Tynan, 2012; Brown, Hughes, Keppell, Hard & Smith, 2015). Many online students struggle to cope with a regular study schedule due to the challenges of balancing work, family, and study (Blackmon & Major, 2012; Brown *et al.*, 2015; Zembylas, Theodorou &

Pavlakakis, 2008). Learners feel stressed out when they have to balance family, social life, study, and professionalism. (Brown *et al.*, 2015; O'Shea, Stone & Delahunty, 2015; Zembylas *et al.*, 2008). Hence it is observed by O'Shea (2015), "when shifting to online contexts, engagement takes on different manifestations, due to the lack of face-to-face contact and the ways in which teaching and learning are mediated through technology" (p.43).

It is also stated that teachers should organize and arrange the language teaching environment in relation to technology (Aydin, 2013). Figueroa (2015) states that in the 21st century, the field of second language learning and instruction is becoming more technology-based. This view is similar to the views expressed by Pullen *et al.*, (2015) Therefore, many practitioners expect students to gain exposure to resources before attending classes through flipped classrooms (Singh & Harun, 2016). The study also discusses the benefits of having flipped classrooms from learners' perspectives. It makes students think positively and adapt to new learning styles, active learning, collaboration, communication, and flexible learning.

A similar view is shared in the study by Turkmen and Aydin (2016) that online instructions increase and improve the performance level of students. They also mention that online instructions along with traditional classes can play a significant role in improving students' performance levels.

However, shifting from traditional to online teaching happens to be new and challenging for teachers as well. In research conducted by Sun and Chen (2016), it is stated that effective online instruction is dependent on well-designed content, motivated interaction between the instructor and learners, well prepared and fully supported instructors, etc. Rahayu and Wirza (2020) state in their study that online classes make teachers more creative. In their research, they demonstrate that teachers have a very good attitude towards online classes. It makes teachers use the best applications to conduct online classes. However, this contradicts the view expressed by Kulal and Nayak (2020), who express that from teachers' perspectives online classes are not much preferred. According to them, online classes fail to fill up the emotional attachment between teachers and students. Similarly, Oraif and Elyas (2021), point out that the physical medium that previously gives presence to the teacher and students, and ways of enacting authority and control gradually becomes obsolete. As a result, teachers struggle to cope with the new medium. The remote-learning medium places students and teachers equally in terms of control. The online classes create the problem of not being able to monitor learners completely. Furthermore, Oraif and Elyas (2021) claim that teachers who are used to traditional teaching methods find themselves no longer needed by their students.

The studies above have discussed the benefits and the challenges of having online classes from both teachers' and students' perspectives. By having these views observed, the researchers conclude that students prefer the use of technology in class in recent years rather than listening to teachers' lectures in traditional classrooms. In some cases, the practice of online teaching is very much encouraged from both teachers' and students' perspectives. However, there are still certain issues to be resolved, especially when attending online grammar classes. In the face-to-face class, teachers can easily guide and monitor the students throughout the classes. Students can listen to the lectures, and directly interact with the teacher and classmates to comprehend the lessons more thoroughly. However, in online classes, some of these practices are not possible. The present study focuses on teaching and learning grammar online for two semesters and the difficulties and challenges teachers and students face while having online classes. Therefore, the researchers had observed and monitored the performance of students critically for two semesters. The main objective of this paper is to overcome the problems of having grammar classes online.

Hence, the study is aimed to fill the gap in the literature by answering the questions: What difficulties do teachers and students face while conducting grammar classes online? Do attending online grammar classes affect students' level of understanding and concentration? What strategies do teachers and students follow to cope with the problems of conducting and attending online classes? How can those difficulties and challenges be solved?

METHOD

Participants

In conducting this study, 20 teachers who had taught grammar online to EFL/ESL learners were chosen. The teachers had the experience of teaching for more than five years. The chosen teachers had conducted grammar classes online for two semesters. At the same time, 80 students were chosen to participate. These students had attended online grammar classes for two semesters as well. They were

students of Level 2 and 3 (first and second-year Bachelor's program). There were only 80 participants who were available at that time of writing.

Instruments

The research participants who were teachers were given a questionnaire consisting of 10 closed items. All ordinal variables in the questionnaire were prepared on a 5-point Likert Scale starting from strongly disagree to strongly agree. The questionnaire was based on the experiences of teachers who had taken grammar classes online for two semesters.

Similarly, the research participants who were students, were given a questionnaire consisting of 7 closed items. All ordinal variables in the questionnaire were prepared on a 5-point Likert Scale starting from strongly disagree to strongly agree. The questionnaire was based on the experiences of students who had taken grammar classes online for two semesters.

Data collection procedures

The questionnaire contained 10 questions, which was constructed on Google forms. The link was forwarded to teachers and students through Course Messages, Emails and SMS mobiles. Approximately in 10 days, the data were collected.

Hypothesis

The research validated the negative impacts of online classes and the difficulties both teachers and learners faced in web-based teaching and learning. Based on the experiences of both teachers and students, the researchers formulated this hypothesis-online grammar classes, carrying several negative impacts with its positive sides. If these negative impacts were not resolved, the whole teaching and learning process might get affected and teaching and learning would become doubtful. The aims of the whole pedagogy are lost and there are many challenges to achieve its goals.

Limitations of the study

The study had some limitations. The study was conducted at only one university in Saudi Arabia. Not to mention that some of the teachers who had taught online grammar classes did not participate. Similarly, some students who took grammar classes online did not participate in the study. The questionnaire was distributed only to female students. If male students had participated and the study had been conducted in other universities where grammar course were taught online, the results might have differed.

Ethical consideration

The names of the participants in the study were kept anonymous. The participants were assured that the confidentiality of the respondents would be maintained. This questionnaire would be used only for data collection and analysis. There will be no pressure if the questionnaire was unfilled.

Analysis

After gathering the data, it was analyzed statistically by using SPSS (Version 26.0). A tabulation of descriptive statistics: minimum, maximum, mean and standard deviation was prepared to identify the views of teachers and students regarding having online grammar classes.

Table 1. Descriptive statistics for students

	N	Minimum	Maximum	Mean	Std. Deviation
1. I feel that face-to-face instructions from teachers are more helpful than taking instructions online for grammar.	80	1	5	3.75	.987
2. Taking instructions online from teachers affects my concentration level.	80	1	5	3.20	1.237
3. I think face-to-face classes for a course like grammar keep me more on track and focused.	80	1	5	3.53	1.331
4. I believe that engaging in pair/ group discussion in a classroom environment helps me to be more engaged.	80	1	5	3.80	.986

5. I feel hesitant to ask teachers for explanations and clarification while attending classes online.	80	1	5	3.06	1.325
6. I feel that I have less scope of applying grammatical knowledge in online settings than in face-to-face settings due to the technicalities of online classes.	80	1	5	3.15	1.244
7. I think that preparing online assignments and tasks is time-consuming and affects grammar learning and practice.	80	1	5	3.05	1.252

Out of 7 variables (See table 1) all of them agreed that online classes did have some effects on their performance compared to face to face classes. The participants supported this idea as they scored 3 or above 3 out of a 5-point Likert Scale. These are as follows- 1.1. (M= 3.75, S.D.= .987), 2 (M= 3.20, S.D.= 1.237), 3. (M= 3.53, S.D.= 1.331), 4. (M= 3.80, S.D.= .986) 5. (M= 3.06, S.D.= 1.325), 6. (M= 3.15, S.D.= 1.244), 7. (M=3.05, S.D.= 1.252).

It had to be mentioned that no variable scored less than 3, which meant participants agreed to all the responses. The data revealed that participants were not much satisfied with online grammar classes because they found it difficult to concentrate during the online classes. They also had less involvement in pair/group work because of the online classes. Therefore, their dissatisfaction was evident.

Table 2. Descriptive statistics for teachers

	N	Minimum	Maximum	Mean	Std. Deviation
1. I feel that giving face-to-face instructions to students is more helpful than giving instructions online for grammar.	20	4	5	4.60	.503
2. Taking instructions online from teachers affects learners' concentration levels.	20	3	5	4.40	.681
3. I think face-to-face classes for a course like grammar keeps learners more on track and focused.	20	2	5	4.30	1.031
4. I believe that engaging in pair/group discussion in a classroom environment helps learners to be more engaged.	20	1	5	4.40	1.231
5. I feel that learners are hesitant to ask teachers for explanations and clarification while attending online classes.	20	1	5	3.60	1.392
6. I feel that learners have less scope of applying grammatical knowledge in online settings than face-to-face settings due to the technicalities of online classes.	20	1	5	3.60	1.231
7. I think that preparing online assignments and tasks is time-consuming that affects the teaching of grammar.	20	2	5	3.60	1.046
8. I think that online classes for a course like grammar does not give learners a deep and proper knowledge of grammar structures.	20	1	5	3.50	1.395
9. I think attending grammar classes online does not help the students to be confident.	20	2	5	3.60	1.231
10. I think online classes make the instructors more alert and cautious.	20	2	5	3.70	1.129

On the other hand, the teachers' perspectives (See table 2) were not much different from students' perspectives. Out of the 10 variables, 4 variables were responded that face-to-face classes were more helpful than online classes. The participants scored above 4 points only for 4 variables on a 5-point Likert Scale. These are as follows- 1. (M= 4.60, S.D.= .503), 2. (M= 4.40, S.D.= .681), 3. (M= 4.30, S.D.= 1.031), 4. (M= 4.40, S.D.= 1.231). The rest 6 items scored less than 4, indicating that participants also agreed with these variables. These are as follows 5. (M= 3.60, S.D.= 1.392), 6. (M= 3.60, S.D.= 1.231), 7.(M= 3.60, S.D.= 1.046), 8. (M= 3.50, S.D.= 1.395), 9. (M= 3.60, S.D.= 1.231),

10. ($M= 3.70$, $S.D.= 1.129$). It was mentioned that no variable scored less than 3, which means participants agreed with all the responses. The data revealed that participants were not much satisfied with online grammar classes because they found it quite challenging to conduct them online. They felt that face-to-face classes are more helpful and effective for students.

FINDINGS AND DISCUSSION

The findings of this study show that teachers and students face more challenges in online grammar classes than the traditional classes. The problems occur when teachers try to give while students receive instructions online. In face-to-face classes, teachers can demonstrate examples on the spot. It cannot always be predicted what kind of problems or queries learners may have. While delivering the lessons and the students' questions, teachers are physically present there to answer them. Moreover, some learners feel confident when they can see the teachers in front of them. Their tone, facial expressions, body language all contribute to the learning process.

In addition, teachers can pick up students easily and assign a task to them. Students can directly get involved in a face-to-face lesson. In some cases, though students log in for the online sessions, they don't respond to teachers' questions and are reluctant to participate. This shows that face-to-face instructions seem to be more helpful and effective for both teachers and students. This is similar to the view expressed by Al-Jarf (2005), who states that the glamour of technology does not ensure students' success compared to the traditional classroom environment. This is very much true because in online classes, a lot of time is spent preparing for the lessons. Teachers try to make use of different applications to make the classes engaging and interesting. In such cases much time is spent on preparing for the class and in the end with the 'glamour of technology' the total aim of the lesson might be lost.

Apart from this, the findings also show that many students feel that taking instructions online can affect their concentration level. During online classes students might get distracted when they attend the classes from home and they may not be in a proper learning environment. This is similar to the view stated in the study by (Blackmon & Major, 2012; Brown *et al.*, 2015; Zembylas *et al.*, 2008). Their study pointed out that many online students struggle to cope with a regular study schedule due to the challenges of balancing work, family and study. It is seen that learners who were used to attending face-to-face classes for a long period find it difficult to suddenly switch to 100 percent online classes. In such cases they have to adapt to the new learning environment and learn to manage time, work, and organizational skills.

Moreover, it is seen that some students face technicalities every now and then during online classes. Also, all the learners may not be familiar with all types of technologies used. It is true especially in case of beginners because they are sometimes not familiar with all types of technology. This is similar to the view expressed by (Andrews & Tynan, 2012; Brown *et al.*, 2015) who state that several key skills contribute to successful study online organization, time management, study skills, and digital competencies. Even if students are well aware of the technologies being used, but it cannot be expected that all learners will be equally competent to handle all kinds of technology. The internet also plays a significant role in many cases. Many students live in areas where getting an internet connection can be an issue. During online sessions, teachers might split students into separate rooms to get engaged in pair work/group work. In such a situation, due to technicalities, it may not be possible to have interaction with the assigned group members. Hence, students feel a classroom environment keeps them more engaged. Some students also find it time-consuming to prepare for online assignments. Meeting deadlines can become challenging for some learners as well. In such cases, it keeps them more focused and on track to interact with teachers and friends directly. This is similar to the view expressed by Turkmen and Aydin (2016) that online instructions increase and improve the performance level of students. However, in the same study it is also mentioned that online instructions and traditional classes greatly improve students' performance levels. This shows that to make teaching and learning effective, both online and face-to-face interactions are required.

From teachers' perspectives, the level of dissatisfaction felt among them is far greater than what the students feel. Teachers who were mostly used to conducting face-to-face sessions found it difficult to keep pace with the classes being 100 percent online. The sudden shift from face-to-face classes to online classes made the teachers also encounter certain technicalities. A similar view is shared by Sun and Chen (2016), who state that effective online instruction is dependent on well-designed content, motivated interaction between the instructor and learners, well prepared and fully supported instructors, etc. Online sessions make it difficult on the instructor's part to involve the learners and monitor them. They observed that taking instructions from the teachers online affected the learners' concentration

level. In traditional classes, learners are more engaged in the tasks and are enthusiastic about participating. They feel that for a course like grammar, students should have face-to-face interaction. It is seen that some students are shy to ask teachers for explanation when they attend online classes. Face-to-face classes keep them more focused and they can apply grammar rules more in traditional classes than online classes. Due to online classes, learners sometimes feel less motivated to participate and interact with the teachers (Mohamed & Halim, 2021). Teachers have also expressed their views that due to online sessions, sometimes students face problems to have the deep and proper knowledge of the grammar structures. As a result, they sometimes lack the confidence to apply the grammar structures properly.

It is true that technology has spread its wings in all the fields, but it cannot be expected that all teachers will be well-trained to handle technology. It is seen that in the findings, some teachers have opined that preparing lessons for online classes is time-consuming. This view is supported by Mohamed and Halim (2021) in their study, stating that teachers should be well trained to manage online classes. They state that teachers should have the proper knowledge and experience to guide, motivate and monitor students for online classes. This is similar to the view Kulal and Nayak (2020) who expressed that online classes are not much preferred from teachers' perspectives. According to them, online classes fail to fill up the emotional attachment between teachers and students. In some circumstances, the physical presence of the teachers can motivate students to participate more than when students are left on their own to participate in the online sessions.

However, this view is opposed by Rayahu and Wirza (2020), who discuss in their study that online classes make teachers more creative. In their study, they have pointed out that teachers have very good attitude towards online classes. It makes teachers use the best applications to conduct online classes. The findings of this study show that teachers favour traditional classes because they prefer to give instructions face-to-face because teachers believe that direct interaction is required when teaching grammar. Sometimes students hesitate to use and apply grammar structures. This is true in the case of beginners who lack the confidence to apply whatever they learn being isolated from their friends and classmates. Being away from a proper classroom environment might make them feel at a loss. It is good to be autonomous learners, but sometimes being too much autonomous can have also have disadvantages. This might be the case for learners as the majority of them are used to the traditional classes. This is similar to the notion expressed in the study of Oraif and Elyas (2021), who discuss that teachers who were used to traditional teaching methods find themselves suddenly lost because they need to use different approaches. In their case, they feel that their presence is not required at all. The medium of remote learning placed students and teachers on almost equal levels of control which may always not be accepted positively by teachers. They might feel that learners are taking control and that they are being excluded. Similarly, it may always not be positive for beginners as they still need proper guidance and mentoring from teachers.

CONCLUSION

This study identifies benefits offered through online classes for both teachers and students, but there will always be certain issues that need to be resolved. Online teaching and learning definitely have their benefits, but when it comes to varying perspectives, they also have their challenges. Virtual lessons can be conducted in certain situations but not for a long period, especially for beginners who require a lot of skills and training to manage time and must have organizational skills. At the same time, teachers should be properly trained and be familiar with setting up a totally technology-based learning environment. Some teachers feel that technology can make the lessons more interesting and engaging, but it is seen that to make learning and teaching effective, both the face-to-face class and web-based learning are important.

No matter how autonomous learners become due to online classes, there will still be learners who prefer face-to-face interaction with instructors. They would prefer to sit in a proper classroom environment rather than being isolated from the rest of the classmates and learn a course. There are students who always feel motivated and confident when they see their instructors in front of them. The physical presence of the teachers in a proper learning environment will continue to enhance the learning process.

However, based on all these observations and discussions, the researchers have come up with some recommendations on how both students and teachers can face the challenges of learning and teaching grammar online. Teachers should be more trained to conduct online classes and they should be familiar with various applications to make the learning process effective. Next, they should try to

engage students more in the online sessions and make attendance mandatory to take online classes seriously. Students should attend and participate more instead of attending it only to pass the course. Moreover, they should be responsible, try to apply grammar rules learned in class, and engage in activities outside the class to enhance their learning. Finally, to make online teaching and learning smooth and effective, the institutions should ensure that teachers and students do not face technical difficulties during the classes and exam hours.

ACKNOWLEDGEMENTS

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through a research program under grant number R.G.P. 1/146/42.

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