ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

BREAKING THE CODE: SECONDARY STUDENTS' PERCEPTION ON THE PITFALLS OF LEARNING ENGLISH GRAMMAR

Joahnna R. Alesna, Solima D. Pukunum, Lilian B. Dupa PhD
Holy Cross of Davao College- Graduate School, Philippines

CHAPTER 1

Introduction

A key element of language education, secondary English grammar instruction is essential to students' overall linguistic competency and academic achievement. Being proficient in English improves students' chances in both the job market and higher education, as well as facilitating effective communication in an increasingly globalized society. But learning grammar has grown to be a difficult task with many obstacles that might make it difficult for students learn due to its complex and often irregular rules, leading to confusion and frustration in their language acquisition journey. English grammar has a pivotal position in language learning. It is also considered the basis of a series of language skills (listening, speaking, reading, and writing) (Andriani, A., Yuniar, V. D., & Abdullah, F. (2021). English language learners often find themselves grappling with the complexities of grammar. While they understand its importance, they frequently encounter frustration in their learning journey, particularly when grammar instruction feels dry and ineffective.

Moreover, English has solidified its position as the global *lingua franca*, influencing various aspects of human life, from education and business to technology and culture. As a result, English language proficiency has become a significant global concern, particularly in non-native English-speaking countries. A key component of English language learning is grammar, which provides the structural framework for effective communication. However, teaching and learning grammar can pose numerous challenges for educators and learners worldwide (Celce-Murcia & Olshtain, 2020).

When a message is relayed with correct grammar, it is easier to understand the purpose and meaning of that message. There's a consensus that the Filipinos' mastery of the English language has become the country's biggest edge in the global job market. Surprisingly, a survey conducted by the researchers revealed that more and more Filipinos can neither converse nor understand English. This is an indication that English proficiency in the Philippines had a significant drop in a few years (E. C. H. C., & Tan, M. J. (2020).

At the local level, most learners would find grammar boring since learning grammar is mostly based on the teacher's lectures and assigned homework. It is also reported that students show limited retention in listening to pure talk and discussion (E. C. H. C., & Tan, M. J.(2020). As Filipino educators, we have witnessed first-hand the decline in English proficiency among our students. Despite the language's significant role in our globalized world, many students struggle with grammar, finding it tedious and irrelevant.

While numerous studies have investigated the difficulties of learning English grammar worldwide and within the Philippines, there's a crucial need for deeper understanding of how these challenges manifest in our own classrooms. This knowledge can empower students, to become active participants in learning journey and contribute to the development of more student-centered and culturally relevant approaches to English language education in the Philippines.

Significance of the Study

This study holds significant value by prioritizing the student voice. By directly involving secondary students in identifying the challenges they face in learning English grammar, it empowers them and provides crucial insights for educators. Even experienced English lecturers may face difficulties in explaining grammar to students (Kumayas & Lengkoan, 2023). This student-centered approach can inform the development of more effective teaching methods, address specific learning gaps, and enhance student motivation. Furthermore, the findings can contribute to evidence-based decision-making in curriculum development and policy, leading to more effective and culturally relevant approaches to English language teaching in the Philippines. Ultimately, this research has the potential to significantly improve the English language learning experience for secondary students by fostering a deeper understanding of their challenges, informing more effective teaching practices, and ultimately improving learning outcomes.

Statement of the Problem

This qualitative study explores the challenges of teaching English grammar in secondary students, focusing on secondary teachers' perceptions. In particular, the following questions will be addressed by this study:

1. What are the specific challenges and difficulties encountered by secondary students in learning English

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

grammar, particularly from their own perspectives and experiences?

2. What are the secondary students' perceptions on the effectiveness of student-centered teaching approaches?

By addressing these objectives, this study aims to provide valuable insights into the difficulty of learning English grammar, contributing to the development of effective teaching practices.

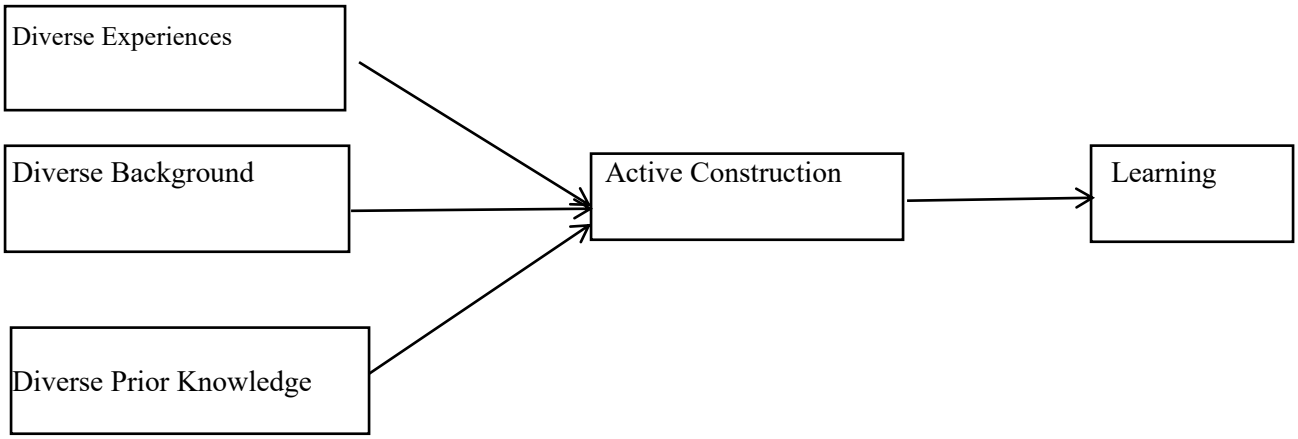
Theoretical Lens

The section presents the theories about the central phenomenon under study. It explains the theories and its connection to the study at hand.

A constructivist lens provides a suitable framework for this study because it emphasizes the active role of learners in constructing their own knowledge and understanding. By viewing learners as active participants in the learning process, this perspective acknowledges the diverse experiences, backgrounds, and prior knowledge that secondary students bring to the English classroom. By adapting a constructivist lens, this study can gain valuable insights into the unique challenges and perspectives of Filipino secondary students in learning English grammar. By understanding their existing knowledge, experiences, and learning styles, educators can develop more effective and engaging teaching strategies that cater to the diverse needs of their students, Ormrod, J. E. (2019).

By adapting a constructivism perspective, this study aims to contribute to a deeper understanding of the challenges and opportunities in learning English grammar.

Conceptual Framework



CHAPTER 2

Methodology

Research Design

This study will use descriptive qualitative research to explore the lived experiences of secondary students' perceptions on the challenges of learning English grammar. Qualitative research is a type of research that explores and provides deeper insights into real-world problems. Instead of collecting numerical data points or intervene or introduce treatments just like in quantitative research, the qualitative approach has interviews, observations and document analysis as data gathering method (Muzari, T., Shava, G.N., & Shonhiwa, S. 2022). For this study, a qualitative design, descriptive approach will be adopted, particularly through the use of interview questions, as it enables the researchers to ask several open-ended questions that look at the participants' lived experiences. Through this approach, it is possible for the researchers to deeply engage and interact with student's experiences through interviews.

Locale of the Study

This qualitative study is set in a secondary education context, focusing on secondary students in Sta. Cruz National High School, Talicud, Island Garden City of Samal. This public secondary school offers Grades 7-12 and has an approximate student enrollment of 635. Sta. Cruz National High School was selected as the locale for this study due to its representativeness of public secondary schools in the Philippines. Conducting the research within a single school allows for focused data collection and analysis within a specific educational context.

Sample and Sampling

This study will utilize a purposive sampling method in selecting the participants of the study to gather information. The reason for purposive sampling is the better matching of the sample to the aims and objectives of the research, thus improving the rigour of the study and trustworthiness of the data and results (Campbel, et al). The participants will be selected based on their particular knowledge, to share their knowledge and experiences with the researchers. The sample will be purposive, and the participants will be selected through the snowball and convenient technique.

Guetterman noted an average sample size between eight and thirty-one in educational research. Similarly, five to twenty-five participants are suggested as adequate for phenomenological

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

studies by Creswel (Sarfo, J. O., Debrah, T., Gbordzoe, N. I., Afful, W. T., & Obeng, P. (2021) for saturation of data to fulfill the study's goal. In this study, the sample consists of 5 secondary students selected from Sta.Cruz National High School.

Research Instrument

In this study, the research instrument that will be used to gather data is an interview guide for in-depth interviews (IDI) as this provides participants with the opportunity to fully describe their experiences. This method of data collection will be chosen to allow the participants to share their own stories in their own words, rather than being forced by pre-established lines of thinking. Interviews are a staple method used in qualitative research. Data collection can be conducted in several ways, of which face-to-face interview is considered to be the gold standard (Saarijärvi, M., & Bratt, E. L. (2021).

A well-crafted semi-structured interview guide includes predetermined questions while allowing flexibility to explore emergent topics based on the research question. In order to collect rich interview data, researchers must attend to key elements before, during, and after the interview (Eppich, W. J., Gormley, G. J., & Teunissen, P. W. (2019). In the context of this study, the method enables the researchers to collect unstructured data, investigate participant thoughts, feelings, and opinions about a specific topic, and delve deeply into personal and often sensitive matters. Several questions relevant to the main research issue will be included in the instrument. The research instrument will undergo validation. It is crucial for the researcher to obtain critical feedback from content specialists in order to establish legitimacy for the data collection instrumentation. The research adviser and panelist will assist in reviewing the data collection procedure and product.

Data Gathering Procedures

For this study, a combination of self-administered surveys and structured interviews will be employed as data collection methods. These methods will allow for a comprehensive gathering of information from participants.

1. Validation of Interview Guide. Checking the interview guide is crucial in qualitative study to make sure the data gathered is reliable and valid. The checking process, using expert review and test runs, makes sure the questions are clear and good at meeting the study goals. This boosts the study's trust by laying a strong base for gathering and analyzing data.
2. Asking for permission to conduct a study. Getting permission for a research study is key for ethical reasons, getting to resources, making sure findings are legit, sticking to rules, and making good bonds with people involved. This step makes sure the study is done right, helps it go smoothly, boosts its trustworthiness, and builds trust between the researcher and others involved, making the research more solid and well-received in the end.
3. Seek for participant consent. Asking for a person's okay to join in a study is key to respect their choice, meet moral duties, grow trust, stick to the law, and make sure the study's results are sound and true. This step lets people choose wisely if they want to take part, showing the study team cares about keeping them safe and keeping the study honest and strong.
4. Look for a conclusive place. Choosing the right place for an interview is very important for various reasons. It helps to reduce distractions, maintain confidentiality, establish a good relationship with participants, ensure quality of data, follow ethical guidelines, and maintain consistency in the research. Providing a calm, private, and comfortable setting allows participants to share their thoughts and insights more effectively, encouraging open discussions and improving the overall reliability of the study.
5. Interview Process. Interview process involves preparing an interview guide, establishing a comfortable setting, obtaining informed consent, building rapport, using probing techniques, documenting verbal and non-verbal cues, transcribing interviews, and engaging in reflexivity to refine the approach and gain a deeper understanding of the phenomenon under study.

Data Analysis

After the interview with each of the participant, the preliminary data analysis was made. The objectives of preliminary data analysis are to edit the data to prepare it for further analysis, describe the key features of the data, and summarize the results, Blischke, Wallace, Karim, M.R. & Murthy, D. (2011). However, it was only after the completion of the interviews that the transcriptions were made following these steps:

1. The data was organized into a table for easier analysis.
2. Responses were systematically coded to identify recurring themes and patterns.
3. Key themes identified include: learning experiences, attitudes toward grammar, impact of grammar learning and importance of grammar.
4. Based on the codes, key themes were identified and categorized.
5. The coded data was analyzed to understand participant perspectives on grammar learning.

Ethical Considerations

It is good to have a paper that synthesizes effective strategies to enhance ethics in a much more practical way. Research ethics is important in ethical practices and to the implementation of practical considerations before, during, and after data collection in qualitative research (Wa-Mbaleka, S., 2019). Therefore, the researchers will observe and follow ethical standards in the conduct of the study. Here are the key ethical considerations that should be addressed in this study:

1. **Informed consent.** Before participation, participants will about to inform about the purpose, procedures, risks, benefits, and their rights. Moreover, this information

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

consent will be collected for participants at the age of 18 and above. This is necessary as an expression of their voluntary participation in the study. Additionally, permissions were sought from them for the recorded interview session. Researcher will ask the school principal and parents if they will agree to conduct the study.

2. **Privacy and Confidentiality of Information.** All the participants of the study will be protected in matters of privacy and confidentiality. The data collected from them will be kept as confidential, no names were obtained, and their participation will not be disclosed to anyone outside of the research proponent. The information will collect from this research is not revealed and is protected. After the completion of this upcoming research, all data stored in the hard drive will immediately remove. In the same manner, all printed copies of the collected data and information will also dispose and shredded.
3. **Voluntary Participation.** Participation in the study should be entirely voluntary. Teachers should be made aware that they are not obligated to participate and that their decision will not affect their professional relationships or evaluations.
4. **Non-maleficence**. Researchers should avoid any actions that might harm the participants. This includes being sensitive to the emotional or psychological impact of discussing challenges related to teaching grammar. Researchers should create a supportive environment where teachers feel safe to express their thoughts.
5. **Respect for Participants.** Participants should be treated with respect and dignity throughout the research process. This includes acknowledging their expertise and experiences in teaching grammar and valuing their opinions.
6. **Transparency.** Researchers will transparent about their intentions, methodologies, and potential biases. Clear communication with participants and the broader community fosters trust and accountability.
7. **Cultural Sensitivity.** Understanding and acknowledging the cultural backgrounds and contexts of the participants is crucial. Researchers should be aware of the diverse experiences and perspectives that may influence teachers' perceptions about grammar teaching.
8. **Risk, benefit and safety.** The participants of the study will submit themselves to the study are free of risk and safe all throughout the conduct of the study. The participants will also access the results of the study anytime they would like to. To protect the anonymity of the participants during the FGD and IDI, the will researchers inform in advance that their identity was concealed. To validate the findings of the study, participants will be asking to affirm it using a member checking form.
9. **Justice.** Faimess in participant selection and treatment will be observe. Efforts will made to ensure equitable representation and to avoid exploitation or harm. After the interview, participants will give token of appreciation.
10. 10.**Confirmability.** It focuses on the objectivity and neutrality of the research process, ensuring that findings will not influence by the researchers' biases or preferences. Personal biases are mitigated by peer debriefing, having an external reviewer, and constant guidance from the adviser. The researchers acknowledged their subjectivity and actively engaged in critical self-reflection throughout the research process, promoting objectivity and confirmability.

CHAPTER 3
RESULTS AND DISCUSSION

The first step in any qualitative analysis is reading, and re-reading the transcripts.

At this stage, we make notes and jot down early impression. Transcription before the coding process is an essential process for data analysis and even with meticulous detail (Parameswaran, U.D., Ozawa-Kirk, J.L., & Latendresse, G. 2020). In addition, coding reduces lots of data into small chunks of meaning. There are different ways to code and the method will be determined by students' perspective and research questions. Deductive and inductive codes are generated for breadth and depth exploration of the research topics, respectively. Assigning the segments of texts and transcripts is deductive coding while inductive coding begins with data, making segments and categories, and generating relevant codes (Bihu, R. 2024). Answers of the students were collected and analyzed by means of thematic analysis. This method is principally concerned with the identification of patterns which are then reported as researcher-generated themes (Lochmiller, C. R. 2021).

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Table 1. Transcribed Verbatim Data

Verbatim transcriptions of the in-depth interview conducted with the five participants.

Interview Question: How has your background and prior experiences with language learning influenced your approach to learning English grammar? For example, has learning other languages helped or hindered your progress?	
Participant	**Interview Transcript**
P1	My experience with other languages has mostly helped me learn English grammar because it gave me a way to compare and understand grammar rules. However, it can be confusing when English rules are very different or don't exist in other languages.
P2	My background influenced my wants to learn English because my family hosts celebrations which people that speaks English are a many. Learning other languages had helped me through my progress.
P3	Ang aking pag-aaral ng gramatika ng salitang Ingles ay naimpluwensiyahan ng aking nakaraan at karanasan sap ag-aaral ng iba't ibang wika. Nakakatulong ang aking pag-aaral ng salitang Ingles upang mapaunlad ang aking memorasyon at pakikipagkapwa sa iba pang lahi sa ibang mundo.
P4	It influence me to learn and experience new words and there grammars. And yes, because it can help me to talk with other people, like Hindi, Japanese, Chinese, English and other languages.
P5	Other languages helped me to learn English grammar because I am able to differentiate the different use of grammar in some of the foreign language.
Interview Question: Can you share specific examples of grammar concepts that have been particularly difficult for you to grasp? What made these concepts challenging?	
P1	One grammar rule I find very challenging is the correct use of tenses, like the difference between past perfect and simple past. It's hard because some languages don't have as many tenses, so it takes time to learn when to use them correctly.
P2	The concepts in English that has been quite a struggle to me is the differences of then, there, their and there's because they almost sound the same.
P3	Ang konsepto sa salitang Ingles na talagang ayaw ko at hindi ko naiintindihan o isa sa mga pagsubok ko sa pag-aaral ay ang their, there's, who's at iba pa dahil para silang magkapareho kung pakinggan mo.
P4	The longest word in English, I can't give the word because it's too long and very difficult to me to spell. Just I said it is very difficult, too long, and I don't know
P5	what it means. The verb tenses because it's a lot and hard to remember.
Interview Question: What strategies have you used to overcome these challenges, and how effective have they been?	
P1	To improve, I've used strategies like watching English videos, doing grammar exercises and using apps to practice daily. I've also asked friends or teachers to correct me when I make mistakes. These methods work well, but they take patience and regular effort.
P2	I overcame them by reading books, stories and the technique that I liked most is by watching a movie with subtitles.
P3	Ito ang aking mga gawain na nagawa kung lampasan ang mga pagsubok ay ang pagbabasa ng mga libro, kwentong Ingles at pakikinig sa titser.
P4	My strategies and techniques to face the challenges is to learn and experience it, it's very effective to me because it can prevent me to embarrassed myself and to
P5	talk smoothly, professionally to other people. I watch English movies and I love writing poem and story using English language.
Interview Question: How has your experience learning English grammar affected your confidence and motivation in using the language?	
P1	Learning English grammar has had its ups and downs. At first, it felt overwhelming, and I wasn't confident. But as I practiced and understood more, my confidence grew, and I became more motivated to learn and communicate in English.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

P2	As I learned how to use proper grammar in English, my confidence increased rapidly because I could express my thoughts to people that uses English for
P3	communication tests.
P4	Nang ako ay matutong mag-aral ng tamang grammar sa salitang Ingles ay biglang lumakas ang aking loob at motibasyon sa pagsasalita nito.
P5	Learning and experience English grammar is crucial for my personality and can give me confidence. And because I know already to talk with it.
	It level up my confidence because I am not afraid to talk and write using English language.
Interview Question: What role do you think teachers, classmates, and learning resources play in either contributing to or alleviating the difficulties you've faced with English grammar?	
P1	Teachers and classmates have been very important in my learning process. A good teacher can explain grammar clearly and supportive classmates help by practicing together. Learning resources like books, apps, and videos also play a big role but if they are too difficult or unclear, they can make learning harder.
P2	The roles that my teachers, classmates in contributing my English grammar is that they serve as my trainers to give me advises and correct me if I used the wrong word and also as my living.
P3:	Ang karakter ng mga guro, kaklase at mga gamit sap ag-aaral ay ang kanilang pagkontribusyon sa aking gramatikong Ingles. Dahil dito tinuturuan nila ako, nagbibigay payo at ipinaalam nila sa akin kung ano ang tama o mali.
P4	Their role is to teach us and to give, convince us to be in higher level.
P5	They support me in learning the English grammar by correcting my mistakes.
Interview Question: Do you feel that your cultural background or personal learning style has impacted your experience with English grammar instruction? If so, how?	
P1	My cultural background and learning style have definitely influenced my experience. For example, in my culture, learning is focused on memorization but I've found that learning English grammar works better for me through practice and examples. I also feel more confident when the lesson connect to real-life situations.
P2	Yes, by making me learn more efficiently and creatively.
P3	Oo, nararamdaman ko. Nararamdaman sa pamamagitan ng pag-aaral ko naging mabisa ako o maparaan.
P4	Yes, learning English grammar is very difficult and challenging to us but many people tried to learn and practice it. And it takes time or even years. Many children is very good at English but their original language it is very difficult to them, impacting our identity, culture and traditions.
P5	Yes, because I more on watching videos and reading books in learning English grammar.
Interview Question: What suggestions do you have for improving the way English grammar is taught to students with diverse backgrounds and learning needs?	
P1	To make grammar teaching better for students with different needs, I think lessons should include more practical examples, like conversations or real-world scenarios. Teachers should use a mix of activities, like games, reporting with continuous English and speaking skill in terms of fluency. So all types of learners can benefit. It's also important to encourage students to ask questions and not be afraid of making mistakes, as this helps them learn faster.
P2	Honestly, I don't have any suggestions because the teachers here teach really well in proper English. Though I would like to make students to speak in English so they could enhance their skills more.
P3	Mag-aral kang Mabuti sa salitang Ingles kung ano ang tamang gramatiko nito. Magsikap at magpursigeat huwag kailanman susuko.
P4	My suggestions to this is to practice, learned and because it can give them
P5	motivation and confidence.
	More motivational activities that can enhance our grammar.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Table 1 is the data after the transcribing each audio tape verbatim. We did not omit any word or statement from the transcripts of the interview and considered each phrase equally relevant.

Table 2. Themes And Their Descriptions

Theme	Code	Description	Supporting Quotes
Prior Language Learning	-Prior Language Experience -Language Transfer	Participants' experiences with learning other languages and how those experiences influenced their English grammar learning. The impact of grammatical features from other languages on English grammar learning, both positively and negatively.	* "My experience with other languages has mostly helped me learn English grammar because it gave me a way to compare and understand grammar rules." (P1) * "Learning other languages helped me to learn English grammar because I am able to differentiate the different use of grammar in some of the foreign language." (P5). * "However, it can be confusing when English rules are very different or don't exist in other languages." (P1)
Grammatical Challenges	-Tense Confusion -Homophone Confusion	Difficulties with understanding and using English tenses correctly, particularly distinctions between past perfect and simple past. Confusion arising from the similar sounds of words with different meanings (homophones) and words with multiple spellings and meanings (homographs).	* "One grammar rule I find very challenging is the correct use of tenses, like the difference between past perfect and simple past." (P1) * "The concepts in English that has been quite a struggle to me is the differences of then, there, their and there's because they almost sound the same." (P2) * "Ang konsepto sa salitang Ingles na talagang ayaw ko at hindi ko naiintindihan o isa sa mga pagsubok ko sa pag-aaral ay ang their, there's, who's at iba pa dahil para silang magkapareho kung pakinggan mo." (P3)
Learning Strategies	-Active Learning -Authentic Materials	The use of active learning techniques such as watching videos, practicing exercises, reading, and engaging with authentic materials. Utilizing authentic materials like movies, books, and real-life	* "To improve, I've used strategies like watching English videos, doing grammar exercises and using apps to practice daily." (P1) * "I overcame them by reading books, stories and the technique that I liked most is by

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

		conversations to enhance learning and improve understanding.	watching a movie with subtitles." (P2) * "I overcame them by reading books, stories and the technique that I liked most is by watching a movie with subtitles." (P2)
Confidence and Motivation	-Increased Confidence -Overcoming Initial Challenges	The positive impact of successful grammar learning on students' confidence in using the English language for communication. The positive impact of successful grammar learning on students' confidence in using the English language for communication.	* "Learning English grammar has had its ups and downs. At first, it felt overwhelming, and I wasn't confident. But as I practiced and understood more, my confidence grew, and I became more motivated to learn and communicate in English." (P1) * "As I learned how to use proper grammar in English, my confidence increased rapidly because I could express my thoughts to people that uses English for communication tests." (P2)
Role of Support	-Teacher Role -Peer Support -Resource Effectiveness	The importance of clear explanations, constructive feedback, and effective teaching methods provided by teachers. The benefits of collaborative learning and peer support in the English language learning process. The impact of the quality and accessibility of learning resources on the effectiveness of the learning process.	* "Teachers and classmates have been very important in my learning process. A good teacher can explain grammar clearly and supportive classmates help by practicing together." (P1) * "supportive classmates help by practicing together." (P1) * "Learning resources like books, apps, and videos also play a big role but if they are too difficult or unclear, they can make learning harder." (P1)
Cultural and Learning Styles	-Cultural Influence -Individual Learning Styles	The influence of cultural learning styles and expectations on the English grammar learning experience. The importance of considering and accommodating individual learning styles in the teaching and learning process.	* "My cultural background and learning style have definitely influenced my experience. For example, in my culture, learning is focused on memorization but I've found that learning English grammar works better for me through practice and examples." (P1)

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

			* "I also feel more confident when the lesson connect to real-life situations." (P1)
Improving Instruction	-Real-World Application -Communicative Activities	The importance of incorporating real-world scenarios and practical applications into grammar instruction. The value of creating opportunities for authentic communication activities, such as speaking and conversation, to enhance fluency and develop practical language skills.	* "To make grammar teaching better for students with different needs, I think lessons should include more practical examples, like conversations or real-world scenarios." (P1) * "Though I would like to make students to speak in English so they could enhance their skills more." (P2)

Summary of Findings

The findings suggest that prior language learning experiences can both facilitate and hinder English grammar learning. Participants reported that comparing and contrasting grammatical rules across languages was helpful, but also acknowledged challenges arising from differences and inconsistencies between languages.

Common grammatical challenges included difficulties with English tenses, particularly past perfect, and confusion with homophones and homographs. Moreover, participants employed various learning strategies, including active learning techniques (e.g., practicing exercises, watching videos), engaging with authentic materials (e.g., movies, books), and utilizing the support of teachers and classmates.

Successful grammar learning was found to significantly boost confidence in using English for communication. Participants emphasized the importance of clear explanations from teachers, constructive feedback, and opportunities for collaborative learning. They also highlighted the need for engaging instructional methods that incorporate real-world scenarios and opportunities for authentic communication.

Finally, the findings suggest that individual learning styles and cultural backgrounds can influence the learning process.
In summary, the findings underscore the multifaceted nature of English grammar learning, highlighting the importance of considering individual learner needs, providing effective support, and creating engaging and relevant learning experiences.

Conclusions

This analysis reveals that English grammar learning is a multifaceted and dynamic process influenced by a variety of factors, including prior language learning experiences, individual learning styles, cultural background, and the quality of instruction. While challenges such as tense confusion and homophone difficulties were commonly reported, participants demonstrated effective learning strategies, such as active learning and utilizing authentic materials. Successful grammar learning was found to significantly boost confidence and motivation. The findings emphasize the crucial role of teachers, classmates, and supportive learning environments in facilitating successful language acquisition. By incorporating real-world scenarios, fostering collaborative learning, and addressing individual learning needs, educators can create more effective and engaging learning experiences that empower students to overcome challenges and achieve success in English grammar.

Implications of the Study

This study has several important implications for English language teaching and learning. Firstly, it highlights the need for a nuanced understanding of the role of prior language learning experiences. While prior language knowledge can be beneficial, it can also present challenges. Teachers should be aware of potential transfer effects and be prepared to address any difficulties that may arise. Secondly, the findings underscore the importance of catering to diverse learning styles and needs. Incorporating a variety of learning activities, such as group work, individual practice, and the use of technology, can enhance engagement and cater to different learning preferences. Thirdly, the study emphasizes the crucial role of effective instruction. Clear explanations, constructive feedback, and opportunities for authentic communication are essential for successful grammar learning. Finally, the findings suggest the need for ongoing professional development for teachers to equip them with the knowledge and skills to effectively address the diverse needs of English language learners.

Recommendation

Based on the findings of this study, it is recommended that English language programs incorporate a variety of strategies to support learners. These strategies should include: (1) **Explicit instruction on areas of difficulty**, such as tense usage and homophone/homograph distinctions, with clear explanations,

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

examples, and opportunities for practice. (2) **The integration of prior language learning experiences** into the curriculum, recognizing both the potential benefits and challenges. (3) **The use of diverse teaching methodologies** to cater to different learning styles, such as visual aids, group work, and technology-enhanced learning activities. (4) **The creation of authentic learning environments** that provide opportunities for real-world communication, such as role-playing, simulations, and peer-to-peer interaction. (5) **Ongoing professional development for teachers** to enhance their knowledge of second language acquisition theories, effective instructional strategies, and the diverse needs of English language learners. By implementing these recommendations, educators can create more effective and engaging learning experiences that foster successful English grammar learning for all students.

REFERENCES

1. *Celce-Murcia, M., & Olshtain, E. (2020). Discourse and context in language teaching. Cambridge University Press.*
2. *Philippines, E. C. H. C., & Tan, M. J. (2020). Effectiveness of using a flipped classroom in improving English grammar proficiency. International Journal of Sciences: Basic and Applied Research (IJSBAR), 51(2), 45-57.*
3. *Kumayas, T., & Lengkoan, F. (2023). The challenges of teaching grammar at the University Level: Learning from the experience of English lecturer. Journal of English Culture, Language, Literature and Education, 11 (1), 98-105.*
4. *Ormrod, J. E. (2019). Educational psychology: Developing learners. Pearson Education.*
5. *Muzari, T., Shava, G.N., & Shonhiwa, S. (2022). Qualitative research paradigm, a key research design for educational researchers, processes and procedures: A theoretical overview. Indiana Journal of Humanities and Social Sciences, 3 (1), 14-20.*
6. *Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young S., …& Walker, K. (2020). Purposive sampling: complex or simple? Research case examples. Journal of research in Nursing, 25 (8), 652-661.*
7. *Sarfo, J. O., Debrah, T., Gbordzoe, N. I., Afful, W. T., & Obeng, P. (2021). Qualitative research designs, sample size and saturation: is enough always enough. Journal of Advocacy, Research and Education, 8(3), 60-65.*
8. *Saarijärvi, M., & Bratt, E. L. (2021). When face-to-face interviews are not possible: tips and tricks for video, telephone, online chat, and email interviews in qualitative research.*
9. *Eppich, W. J., Gormley, G. J., & Teunissen, P. W. (2019). In-depth interviews. Healthcare simulation research: A practical guide, 85-91.*
   Wa-Mbaleka, S. (2019, December). Ethics in qualitative research: A practical guide. In International Forum Journal (Vol. 22, No. 2, pp. 116-132).
10. *Rahmatirad, M. (2020). A review of socio-cultural theory. Siasat, 5(3), 23-31.*
11. *Parameswaran, U.D., Ozawa-Kirk, J.L., & Latendresse, G. 2020. To live (code) or to not: A new method for coding in qualitative research. Qualitative social work, 19 (4), 630-644.*
12. *Lochmiller, C. R. 2021. Conducting thematic analysis with qualitative data. The Qualitative Report, 26 (6), 2029-2044.*
13. *Mirazna, Mirna & Hikmah, Nur 2019. STUDENTS PERCEPTIONS TOWARD GRAMMAR IN ENGLISH CLASSROOM. PROJECT (Professional Journal of English Education VL 2), 682.*
14. *Blischke, Wallace, Karim, M.R. & Murthy, D. (2011) T1 - Preliminary Data Analysis. Springer Series in Reliability Engineering*

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

APPENDIX A

HOLY CROSS OF DAVAO COLLEGE
OFFICE OF THE GRADUATE SCHOOL
Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines
Tel. No. (082) 221 – 9071 to 79 loc. 150 • Telefax: (082) 221-3008
Email: graduateschool@hcdc.edu.ph • Website: http://www.hcdc.edu.ph/

Interview Questionnaire

Qualitative Research Objective:

To explore the personal experiences of secondary students on the pitfalls of learning English grammar which relates to their diverse experiences, backgrounds and prior knowledge.

	Main Question	Probing Questions
1. What experiences were encountered by secondary students in learning English grammar, particularly from their own experiences, backgrounds and prior knowledge?	Can you describe your overall experience learning English grammar in school, including any challenges or frustrations you've encountered?	• How has your background and prior experiences with language learning influenced your approach to learning English grammar? For example, has learning other languages helped or hindered your progress? • Can you share specific examples of grammar concepts that have been particularly difficult for you to grasp? What made these concepts challenging? • What strategies have you used to overcome these challenges, and how effective have they been? • How has your experience learning English grammar affected your confidence and motivation in using the language? • What role do you think teachers, classmates, and learning resources play in either contributing to or alleviating the difficulties you've faced with English grammar? • Do you feel that your cultural background or personal learning style has impacted your experience with English grammar instruction? If so, how? • What suggestions do you have for improving the way English grammar is taught to students with diverse backgrounds and learning needs?

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

APPENDIX B



HOLY CROSS OF DAVAO COLLEGE
OFFICE OF THE GRADUATE SCHOOL
Sta. Ana Avenue corner C. De Guzman Street, Brgy. 14-B, Davao City, Philippines
Tel. No. (082) 221 – 9071 to 79 loc. 150 • Telefax: (082) 221-8008
Email: graduateschool@hcdc.edu.ph • Website: http://www.hcdc.edu.ph/

GRADUATE SCHOOL

Validation Sheet for Qualitative Research Instrument

Name of Evaluator : April D. Fortuito, EdD
Degree : Doctor of Education
Position : Faculty
Institution : Jose T. Quiboloy Sr. NHS
Name of the Researcher : Alesna & Pukunum
Title of the Research : Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar

To the Evaluator: Please check the appropriate box for your ratings.

Points: 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor

	5	4	3	2	1
1. Clarity of directions and Items *The vocabulary, language structure and concepts suit the level of the respondents and the items are written in a clear and understandable manner.*	/				
2. Presentation and Organization of Items *The items are presented and organized in a logical manner.*	/				
3. Suitability of the items *The items are appropriate and they represent the substance of the research. The statements are designed to determine the conditions, knowledge, perceptions and/or the attitudes that are supposed to be measured.*		/			
4. Adequateness *The items represent the coverage of the research adequately. The number of statements per area is representative enough for the questions needed in the research.*	/				
5. Attainment of Purpose *The research tool as a whole fulfills the objectives for which it is constructed.*		/			
6. Objectivity *No aspect of the questionnaire suggests bias on the part of the researchers.*	/				

Comments/ Suggestions/ Recommendation
Please proceed to your IDI. Congratulations!

Signature:
Date: Jan. 17, 2024

Accredited: Institutional Member of: Certified: ISO 21001:2018

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

APPENDIX C

Joann M. Benoya

Principal II Sta. Cruz National High School

Sta. Cruz, Talicud, Kaputian District, Island Garden City of Samal

Subject: Request for Permission to Conduct Research

Dear Ma'am;

We are Master's degree students at Holy Cross of Davao College. We are conducting research entitled "Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar" as part of our Research Project.

This research aims to understand the challenges and difficulties that secondary students encounter in learning English grammar. To achieve this, I would like to request permission to conduct interviews with a small group of 5 students from Grade Levels 7-10 at Sta. Cruz National High School.

I understand the importance of minimizing disruption to the school's academic schedule. I will ensure that the interviews are conducted after classes and will take no more than 10 minutes per student.

I have attached a copy of student consent forms and parent consent forms for your review. I am available to discuss this research further at your convenience.

Thank you for your time and consideration.

Sincerely,

Joahnna R. Alesna and Solima D. Pukunum
Researchers



ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

APPENDIX D

Researchers: Joahnna R. Alesna and Solima D. Pukunum

Student Name: Participant 4

Student Address: Bunk Solid

Date: 01/09/25

Subject: Invitation to Participate in Research on Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar

Dear Participant,

We are conducting research entitled "Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar" as part of our research project in our master degree class.

This research aims to understand the challenges and difficulties that secondary students encounter in learning English grammar. Your participation in this study would involve:

- **Completing a short survey questionnaire:** This questionnaire will gather information about your experiences and perceptions regarding learning English grammar.
- **Participating in a brief interview:** The interview will allow you to share your thoughts and experiences in more detail.

Your participation in this study is entirely voluntary. You have the right to withdraw from the study at any time without any consequences. All information collected will be kept confidential and will only be used for research purposes. Your name and any other identifying information will not be included in any research publications or presentations.

If you agree to participate in this study, please sign and return the attached consent form.

Thank you for your time and consideration.

Sincerely,

Joahnna R. Alesna and Solima D. Pukunum
Researchers

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Researchers: Joahnna R. Alesna and Solima D. Pukunum

Student Name: Participant 4

Student Address: Bunk Sibid

Date: 01/09/25

Subject: Invitation to Participate in Research on Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar

Dear Participant,

We are conducting research entitled "Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar" as part of our research project in our master degree class.

This research aims to understand the challenges and difficulties that secondary students encounter in learning English grammar. Your participation in this study would involve:

- **Completing a short survey questionnaire:** This questionnaire will gather information about your experiences and perceptions regarding learning English grammar.
- **Participating in a brief interview:** The interview will allow you to share your thoughts and experiences in more detail.

Your participation in this study is entirely voluntary. You have the right to withdraw from the study at any time without any consequences. All information collected will be kept confidential and will only be used for research purposes. Your name and any other identifying information will not be included in any research publications or presentations.

If you agree to participate in this study, please sign and return the attached consent form.

Thank you for your time and consideration.

Sincerely,

Joahnna R. Alesna and Solima D. Pukunum
Researchers

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Consent Form

"Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar"

I, Participant 4, hereby consent to participate in the research study described above. I understand that my participation is voluntary and that I can withdraw from the study at any time without any consequences. I also understand that all information collected will be kept confidential and used only for research purposes.

Signature: [signature]

Date: 01/09/25

Printed Name. Participant 4.

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Researchers: Joahnna R. Alesna and Solima D. Pukunum

Name of Parent: Guardian of Participant 4

Student Address: Bunk. Solid

Date: 01/09/25

Subject: Invitation to Participate in Research on Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar

Dear Participant,

We are conducting research entitled "Breaking the Code: Secondary Students' Perception on the Pitfalls of Learning English Grammar" as part of our research project in our master degree class.

This research aims to understand the challenges and difficulties that secondary students encounter in learning English grammar. Your child, _____,has been invited to participate in this study. Their participation would involve:

- **Completing a short survey questionnaire:** This questionnaire will gather information about your experiences and perceptions regarding learning English grammar.
- **Participating in a brief interview:** The interview will allow you to share your thoughts and experiences in more detail.

Your child's participation in this study is entirely voluntary. They have the right to withdraw from the study at any time without any consequences. All information collected will be kept confidential and will only be used for research purposes. Your child's name and any other identifying information will not be included in any research publications or presentations.

If you consent to your child's participation in this study, please sign and return the attached consent form.

Thank you for your time and consideration.

Sincerely,

Joahnna R. Alesna and Solima D. Pukunum
Researchers

ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 11| Issue: 1| January 2025|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

Consent Form

I, Guardian of Participant 4 hereby consent to my child, _____, participating in the research study described above. I understand that my child's participation is voluntary and that they can withdraw from the study at any time without any consequences. I also understand that all information collected will be kept confidential and used only for research purposes.

Signature: _____

Date: 9 Jan 25

Printed Name: Guardian of Participant 4