DIFFICULTIES FACING LEARNERS OF ENGLISH GRAMMAR IN IRAQI SCHOOLS

ASSİST. LECT. ABDULSATTAR SEGER HAMMOOD
University of Baghdad
abdussattarsagr@gmail.com

INTRODUCTION

The challenge for Iraqi students was learning abstract English grammar. Due to its significance in English language study. This study therefore seeks to detect and describe these problems and identify potential solutions. Through this review, we will hear about the mistakes made in writing by Iraqi students and how tough it is to learn the English language. The sources of these mistakes are found in the students' writings. They are categorized. The observer states that current courses are among the most prominent periods in which English is studied, since there are currently no clear aims and content which are commensurate with those aims and because they link the teaching methods of the applied curriculum to methods of content and analysis and because the subjects and units of students lack consistency and logical sequence It is not in the ranks of the challenge here.

As well as the methods of technological tests and the cheerful images that draw the students and make the book and the calendar work for the student to memorize and get marks, not actual schooling, the curricula provided for are not the consistency of the results which are favorable for the student. In addition, the curricula rely more on the knowledge or cognitive aspect prior to the competence or on the skill aspect being added. As a result, the program does not encourage the student to practice what he has learned, nor does the curriculum take into account the students' wants and needs, nor does it include topics relating to his or her reality and potential.In short, we will go to the academy at the expense of the practical side, if we want to draw general characteristics of the English language course, and its rejection means that it leaves students' capabilities, skills and requirements, and their inconsistency with the students' linguistic and skills requirements, both in practice and in practice.

It has an acceptable balance between quantity and consistency, it does not parallel enough information and implementation, and it does not increase the capacity to engage in language within the learner. A Grammar is a collection of rules and regulations for control of sentences without these structures, which can not shape a phrase with a simple, explicit meaning. Grammar English enables students to comprehend and learn fundamental language principles, allowing them to correctly understand many aspect phrases.Understand the way to use verbs in proper shape and form, and to create a particular sentence using adjectives, adverbs, sentences, prepositions, and other grammatical laws. The laws of grammar also aid the pupil in correctly writing and reading.

Right language analysis findings can not be obtained without practicing grammar. Both languages are based on grammar. It must obey and not overlook its procedures and organisation in order to achieve the aim of effective and accurate language mastering and learning. A language has its own vocabulary, sounds and structures. They are also recognized. It is not only the right language, it is the essence of language to explore. Students do not neglect the challenges and difficulties of learning English. Arabic students are struggling in English to read and write.

In Iraq, students only learn English in the classroom, which makes it very poor as the mother-tongue in Iraq is Arabic and the absence of English in everyday life. The syntax of the English language faces Iraqi students with several problems. Identifying and identifying these challenges helps teachers more quickly and better to solve these problems and problems and provides students with improved educational facilities.

LITERARY REVIEWS

Language acquisition is a vital part of grammar. Therefore, it is necessary to learn English correctly in order to practice your English (Abdul Haq, F. (2891). As already stated, it is hard for students to learn English. The area of studying the English language and the challenges and difficulties faced by students in this aspect of English learning were examined in several articles (Yang, A, Leung, H. Yue, L., Deng, L. 2013).

Much like students experience problems and failures when writing papers and they discover numerous grammatical mistakes and obstacles in the writings of students, the most common mistakes noticed by researchers were trials, analysis of materials, use of determinants and the lack of a single third person. In other research, teachers' views of English language comprehension and their perceptions as to the manner in which this material is learned in school and the role of the teachers in English language learning through their interpretation and understanding of many facets of syntax and how these aspects can be transmitted to their students and their questions answered (treet, B. 1984).

In this analysis, the researcher attempts to discover the challenges and grammar issues faced by students in the English language. We saw the huge evolution of the intelligent education system and researchers became very interested in intelligent transport systems. Many intelligent teaching programs exist (Noorizah Mohd. Noor. 2006), such as knowledge-based correction of software errors. They have also developed programming to examine grammatical errors for Pascal students in Mitrovic and Ohlssón systems, teach and demonstrate, by means of many lessons in query writing, how to write queries in a relational database. The student joins the query and analyzes the query in order to look for mistakes and faults (Hazita Azman. 2009).

The method provides a series of notes and tips, depending on the mistakes, with a concise text explaining and correcting the mistake. The system's adaptation mechanism for the student needs interfaces and answers. Therefore, it would rely on the increase of the adaptation mechanism (Baker, W. 2009). It is used to learn English. Although language learning has traditionally focused on developing reading skills, literacy in a language is increasingly being recognized as a discipline, and scientists have argued extensively that language learning cannot and does not exist solely in the minds of specific students, but is interconnected.Literacy learning, which involves a continuum of abilities and skills, including simple decoding of vocabulary, evokes an expanded perception of language learning close to the social factor with which learners interact in human activities.

There are two different aspects of schooling: the principles of literacy and language learning that are central to this study (Ambigapathy, P. 2006). It suggests a distinction between literacy as a separate competence and literacy as a common activity within the social theory of language and literacy. Independent literacy involves acquiring language abilities such as syntax, the formation of sentences and writing skills. When trained, they are treated as context-free and can be transferred to any case. Literacy is instead a social activity, where ideological language acquisition is better handled by constructive experiences. Literature is a social practice (Woolf, P.B. 2008). More specifically, "the way teachers and students communicate is indeed a social activity which affects the essence of literacy learning amongst first-class students."

THE IMPORTANCE OF STUDYING

The time spent at our public schools on teaching English is not enough. This time, limited to four classes per week at 45 minutes per lesson, is insufficient, not only because teaching in isolated language environments is done for long hours each week, but also because there are no comparable items, such as those available for language learning in the original environment, which generatesThe student has computer learning synchronized. The aim of the paper is also to recognize factors that help Iraqi students to provide low or neglected knowledge or to correctly write in English. The studies show that students and teachers are mostly not happy with the teaching and learning of languages. Moreover, studies which focus on the knowledge of English among university graduates often seem to increase an awareness of the English level of graduates, so this paper discusses some key issues and competing

speeches in this country. It represents how English education in our classrooms is different, posing critical questions about learners and culture at large in English literacy contexts. The key aim of these studies is also to research why, even after 11 years of school education, students can not obtain good knowledge of the English language. This procedure shows the urgent need for the standard of literacy among learners in English to be improved. To consider the problems of reading and writing in English.

THE SUBJECT OF THE RESEARCH

Identify the major teaching barriers for Iraqi students to the English language. To address the difficulty in explaining English grammar, identify the ideas outlined in the following study. Assumptions of study: The hypotheses of the analysis are defined as follows: -1-Elementary school students in Iraq have problems teaching English grammar as English-language teachers are lacking information on how to improve English-language teaching.

2-Challenges of English education related to the complexity of English language learning curricula.

Study conditions: Then, the issue

• Definition of procedures: What are barriers to students learning English grammar which adversely affect their science levels as diagnosed by the study tool? (the questionnaire).

Second: learning: (as the structured design of experiences which helps the learner achieve desired performance changes and a communication activity which seeks to stimulate and facilitate learning and includes a number of activities and decisions taken by the teacher/student in the educational situation).

Theory: the past psychological and technological barriers. There are also other instructional and standard education facilities, including shortcomings in English language instructor training services and approaches used for language instruction at the state, regional and English level. And worldwide. The English teaching programs or departments in the departments of English at universities train about 1500 professors and 800 institutions annually and concentrate their attention on offering the student (the teacher) English language and language courses. Literary criticism and pure linguistic materials like grammar, morphology, phonics and so on, the materials of teaching methods, teaching theories for foreign language learning, and other questions of English learning, are largely neglected, although the four basic language skills in Particles are largely neglected by these programs.

This identifies mistakes with simple, comprehensible clarifications.

1-Word order concepts vary from language to language. The word order rules for each language are unique. The learner is mistaken when he learns a foreign language as he assumes that in all languages the rules are identical and this is certainly not true, particularly when learning English. Complete errors in word . One student, for example, wrote "I need my studies to finish." We realized that the order of words was incorrect and there were multiple explanations for making those errors, including the student's lack of understanding of the grammar of a language to be studied. These mistakes may be caused by applying first-language grammar to learning a second language.

2- All students would prefer to omit those words if the pronunciation was properly observed. Complete mistakes. The phrase in a student's paper says, "I want to have decent work with all my peers." Here we see that the pronoun "I" seems to be deleted since he probably wanted his writings shortened. These mistakes may also be caused by passive mother tongue transfers to the second language. Even though there were few mistakes in this respect relative to the others. However, in student composition, these mistakes should not be neglected. Another case, "I'll do my best, I'm sure."

3- Looking at the errors of students in papers, we find that their understanding of the rules for their use is seriously poor. Errors (29) in total posts. One student, for example, wrote in his paper "I don't want to be a jobless engineer." Here the student has skipped and has not included the topic (a) and Article (a) should be put here according to the proper rules of the English language. Articles are a term for a particular person or thing and for an unspecified time, two categories of articles and an introductory article are available. Here in the above phrase we see that the word (engineer) is not specified and hence Article (a) is to be followed by the English code, since the vowel in the first word (engineer) is present.

 In the case of Article (the), the declarative content is only used in case-in specific students' writings adding posts.We found that the papers have been posted to pages which do not require the right English laws. "I'll do well for the future," for example, "After these four years we'll have more jobs." B. Essay violence As we examined the students write carefully, we discovered that while we were using the essays, a lot of errors were made. In several ways, some of the students used improper essays, explaining why the terms and laws for use of English are ignored by the students. For example, "I have no ambitions after graduation", "We all have a dream for ourselves."

4-Subjects: When we read the writings of students, we notice some mistakes and not big numbers relevant to prepositions. Total mistakes in prepositions (25). Errors in how prepositions are used have been identified in certain places, either with wrong preparations or overlooked. "We want to support others, for example...." A-Prépositions misuse From the works of our pupils, we note errors in the use of prepositions. For instance, "All people talk about... when we meet on the weekend." "My dad always recommends studying...."

5- In the writings of the students, we see flaws in the usage of times. The explanation is that a student has not been more accurate in English grammar and has not been able to illustrate to a significant degree the fundamentals of studying English grammar in schools. Teaching in schools remains routine and does not use new teaching techniques in order to determine that most lessons are not in the student's memory. Orthodox and inadequate approaches to teaching the fundamentals of language acquisition to master and master. The sum of errors at all times is (23). A-

Presentation of simple past forms.Other phrases illustrate why the student wrote of an incident that is occurring today, but he said it was completely in the past. For instance, "we went every day to college......" As I finished my degree in the current form, the student decided to remember a certain case in the past, but said it in the present. "I work hard to be at college, for example." When I was 10 years old, my mother and dad told me... "

6- We notice errors that happened in the verbs when we read the articles of some of the students. There have been some faults in high numbers, while the majority have seen a limited number of mistakes. Complete verb errors are (15) mistakes. The reason for such errors may be inadequate grammar in English and the absence of confidence in this part of the education method. A-Deletion, we find students making a mistake by missing or ignoring the letter (ing) in the verb is larger than the rest of the mistakes. "I never worry about a career," for instance, "we don't all do our homework...." B- Omission We don't see why any students appear to miss the prepositions by writing them (to). In certain words, in instances where it is to be found, there is an obvious absence of (to). There are explanations that such mistakes occur.

In certain instances, the student just sees the preposition (to) a word that can not be overlooked, and in keeping with the proper rules of the English language, the student does not place much value on this matter. "I need a job..." for instance. "When we think of a roadmap for our targets...." C-Possessive Pronouns Missuse We discovered that the use of possessive pronouns had some minor mistakes by removing clerical errors from our students due to the absence of acquaintances with the right rules for the proper use of possessive pronouns. The right place for the phrase. "For example, I would work tirelessly to fulfill her wishes."For instance, "I want our wishes to be fulfilled..."

7- We discover that there are errors related to pluralism when going from one article to another. Pluralism is a key language feature. The different rules for pluralism in each language are unique and different in a different language. We notice that when writing plurality, students are confused, because of errors in the rules of plurality, they can find it basic, and this does not impact on the grammar of the phrases. These mistakes were very plain and explicit in some articles and this is a vital subject that indicates a students' lack of understanding of the fundamentals of the simple English language learned at school. Total mistakes in combination (22). "These visions all need more effort," for instance.

8-Buildings in comparison If we look at the articles of the teachers, we find errors in comparison constructions. The use of comparative buildings differs between languages. It does not extend to all languages as a guideline of a particular language. Another explanation why students made such mistakes was not understanding the rules for this problem. for example, Comparison of total build error. I hope you can be a college graduate as soon as possible.

The reasons why students from the Department of Material Engineering at the University of Tech made mistakes: The objective of this thesis was to study the errors in the writings of students from the Department of Material Engineering, University of Technology. The aim of the student report is also to study the cause of these errors. By reading and researching the writings of the teachers, we find that many factors lie behind students' behavior, including very simplistic methods of teaching at schools and all phases and the inability to address some facets of language education. Language learning is of vital value. There is also a shortage of students in this subject because we found that most students do not have the ability to learn the English language because of a lack of research or everyday use of the English language in Iraq.

Also, while writing in English, some students write whatever they translate into Arabic, their mother tongue. The pessimistic language of the student. The learner or pupil translates the laws and fundamental elements of his or her natural language while writing in the target language. The fundamentals of vocabulary vary from language to language. There are therefore several explanations why these mistakes are executed. One of the strongest factors is this lack of proper English grammar. Final remarks This thesis was based on an analysis of the mistakes made in the students' writings and the explanations behind them in the students' writings were examined. This research has also been carried out. This thesis was conducted by students from the University of Technology, Department of Material Engineering.

Gaps

Study on how to enhance English literacy based heavily on teaching and learning English in the language classes in literary work and recommendations for more study. In order to understand English literacy for students, it is now necessary to look beyond the language courses. We want more research to study how students use a different repertoire of languages outside the classroom. We will need studies to find ways to make English accessible to our students in our linguistic codes. Using quantitative approaches such as questions from surveys will eliminate important fields that can be investigated through qualitative case studies. This paper therefore suggests that further studies should be carried out using a qualitative research design to provide objective data on the local and subjective use of the language to view the learning to read and write in English as systematic and relevant to the current requirements.

RESULTS

The method used in this research was student authorship publishing. The aim of using written information from students as information in this research was to recognize and decide the causes of mistakes made by students when writing in English. We find that the students have committed as we review carefully the writings of the students used as the data for this analysis. We're aware of the sorts of errors students produce. In terms of error amounts, the ratios varied. In the papers of students, there are mistakes, such as verbs, which were contained in significant

proportions. We found that students make mistakes in certain ways of using verbal texts, whether they are "omitted or misspent." And after the verbs' faults, the remaining mistakes arrive sequentially.

There are many explanations and several causes for the mistakes found in student literature, as we discussed earlier. We do not consider that conventional teaching approaches are enough to learn the language well and do not build the foundations of the language in the mind of the student. It needs more than the taught content and the next day's exam. New and efficient learning plans and methods should be developed which teach all definitions and principles of the right language and do not leave anything unprocessed. It is also important to motivate students to learn English and to take advantage of it in several ways, whether in the field of research or in their everyday lives. More study is needed in this field to recognise the other gaps still unresolved in order for both schools and universities to meet the desired standard.

CONCLUSION

We illustrate some points in this paper which have significant educational consequences for English teaching. 1. National or Arabic influence on English learning among English learners is high. 2. An assessment should be carried out of the teaching of English in classrooms which concentrate on learning by heart and mastering those language skills and then examined. 3. Simpler learning will be encouraged by a language currículum which promotes holistic learning experiences. An updated English program, which works on reflective methods of instruction, will enable students to become independent vital linguistic learners in accordance with existing language learning patterns. 4. Future studies need to continue the study of English education in the country and simultaneously assess and discuss the growth of the expertise of teachers in the field as critical actors who convert policies into actions. Education is central to literacy and language learning. Language is used as a literacy and information transmission means. Recognizing this, the studying of language learning philosophy in our educational context is extremely relevant to language educators and policy-makers and to make the requisite improvements to promote improved English language learning among our students. The need is instantaneous.

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