Challenges encountered by English as a Second Language learners when acquiring English grammar implicitly via Zoom application

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Grammar acquisition is an essential element of Second Language Acquisition. This study investigates the challenges encountered by English as a Second Language (ESL) learners when acquiring English grammar through games via Zoom application. What are the challenges encountered by ESL learners when acquiring English grammar through games via Zoom application? was the research question administered in the present study. The research was carried out among 158 full-time new entrants of the University of Colombo Institute for Agrotechnology and Rural Sciences (UCIARS). English grammar was taught implicitly using ESL grammar games in an online classroom in the current study. Data were collected through semi-structured interviews and observations. The findings revealed that although the lack of sufficient language to communicate was a challenge to some participants at the beginning of the intervention sessions, those participants subsequently managed that issue with the exposure to the target language. Moreover, it took some time for participants to get familiar with the Zoom application since online teaching was new to the Sri Lankan university context when the research was carried out. Moreover, some technical issues have also been challenging to the participants. The findings further indicated that although online learning is slightly challenging, ESL grammar games make a significant change on the achievement and the perceptions of the participants. Therefore, the present study recommends that, despite the challenges, games can be implemented productively even in a Zoom classroom to teach ESL grammar as it facilitates Second Language Acquisition (SLA). Furthermore, the findings would aid in providing an awareness to pedagogy of teaching ESL grammar.

Keywords: Challenges, ESL learners, Grammar acquisition, Grammar games, Second language Acquisition (SLA), Zoom application