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Remedies for English Inversion Difficulties Among Grade 12 Pupils

Pethias Siame [*], ***Nicholas Bwalya***

Department of Literature and Languages, Kwame Nkrumah University, 10101, Zambia

ABSTRACT

This study examines effective strategies for improving the teaching and learning of English language structures among Grade 12 students at selected secondary schools in Zambia. While there are existing studies on approaches to teaching English, no study in Zambia and globally has ascertained pedagogical remedies to inversion intricacies. The study aims to explore the pedagogical approaches that can be used to mitigate the challenges associated with teaching inversion. Utilizing a qualitative research approach, the study purposively selected 30 participants, including 15 pupils from each school and 6 teachers, 3 from each school. The research used in-depth interviews and comprehensive questionnaires to collect data. The Second Language Acquisition (SLA) and Generative Grammar theories guided the analysis of the data. The study established that several pedagogical approaches could be used as remedies. Error analysis and correction can be used to systematically identify and rectify errors in students' use of inversion to enhance their understanding. Explicit instruction can be used to teach inversion rules and their application, thereby reinforcing grammatical structures. Guided practice through structured activities allows students to practice inversion under teacher supervision, facilitating immediate feedback and correction. The visual aids and resources are useful when illustrating inversion concepts and support diverse learning styles. Contextualized practice, integrating inversion exercises within meaningful contexts, can improve relevance and application. Lastly, reinforcement and feedback can help students to internalize and effectively apply inversion rules. These remedies can enhance instructional effectiveness and improve student performance in English Inversion.

Keywords: Challenges; English inversion; Grade 12; Pedagogies; Remedies; Zambia

*CORRESPONDING AUTHOR:
Pethias Siame, Department of Literature and Languages, Kwame Nkrumah University, 10101, Zambia; Email: psiame@yahoo.com

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1. Introduction

English inversion, a critical aspect of English syntax, involves altering the conventional word order in sentences to form questions, conditional clauses, or emphatic statements. This syntactic structure is essential for mastering advanced English grammar and plays a significant role in both written and spoken communication. However, a report by the Examinations Council of Zambia [1] reveals that many Grade 12 pupils in Luanshya District in Zambia struggle with English inversion, which adversely impacts their overall language proficiency and academic performance.

The study was conducted at Nkulumashiba and Mikomfwa Secondary Schools in Luanshya District, Zambia, to establish the remedies to the inversion difficulties Grade 12 learners face. Common difficulties related to inversion were observed among students. These challenges are often attributed to ineffective teaching methods employed by educators. The complexity of inversion requires a nuanced masterly of grammatical knowledge and skills, and without effective pedagogical strategies, students are likely to struggle with its application. The observed lack of progress in mastering inversion suggests that current instructional approaches may be insufficient or misaligned with the specific needs of learners.

Shahzab & Muhammad [2] opine that pedagogical approaches refer to the methods and strategies used in teaching subjects such as the English language. It implies that an effective pedagogical approach to teaching English inversion should involve clear, direct instruction, opportunities for guided practice, and feedback mechanisms to help students grasp and apply the rules of inversion. Despite the importance of these methods, data collected from both teachers and students at the aforementioned schools indicates that traditional teaching practices are failing to address the intricacies of inversion adequately.

Inversion challenges are highly promoted by a broader context where instructional practices are not aligned with best practices for teaching complex grammatical structures. In the Zambian context, the teachers' responses highlighted a lack of effective teaching methods, which are teacher-centred. Methods such as teacher exposition hinder learners from actively participating in the learning process to help them master the structures with ease. This scenario reveals that the strategies used to teach the structure of inversion are not informed by contemporary pedagogical approaches. Similarly, students have reported inadequate preparation and understanding of inversion, underscoring the need for improved instructional approaches.

Inversion difficulties, particularly in the context of conditional sentences, auxiliary inversion, and subject-verb inversion, present significant challenges for pupils. These difficulties stem from a variety of factors, including lack of exposure, inadequate practice, and cognitive overload. This study problematizes remedies for the challenges faced by Grade 12 learners in Zambia in conceptualizing the inversions in English by evaluating current teaching methods and proposing effective pedagogical strategies. To achieve this rationale by helping learners master the concept of English inversion, the study aims to identify practical solutions to enhance both teaching effectiveness and student performance. Therefore, the solutions or remedies to inversion challenges should promote contemporary pedagogies that are learner-centered.

2. Literature Review

This section is a review of related literature to the present study. It highlights relevant scholarly work and research findings related to English inversion and second language acquisition. The review explores existing studies, theories, and pedagogical approaches that shed light on the pedagogical remedies that counter the difficulties faced by pupils in mastering inversion in English. This literature review foregrounds the understanding and analysis of the present study by highlighting the knowledge gaps and providing insights for further investigation.

English inversion, a crucial aspect of syntax, often poses significant challenges for learners, impacting their proficiency in both written and spoken communication. Shahzab & Muhammad [2] show that a good pedagogical approach in the teaching of English should be a method and practice of teaching that encompasses the strategies and techniques that can be used to impart knowledge effectively. This shows that the lack of effective teaching methods employed by many teachers of English when instructing on inversion is the major contributing factor to inversion difficulties. The reviewed literature shows that

the inversion challenges have pedagogical remedies, which is the preoccupation of the present study. This study, therefore, explores various pedagogical approaches for teaching English inversion to identify common errors and implement targeted strategies to enhance students' understanding and correct usage, ultimately improving their overall language competence.

Govindasamy & David [3] conducted a study on the acquisition and development of linguistic syntactic structural exponents such as inversion and the unreal past among non-native English speakers. Grade 12 learners in Zambia are not exceptional, especially in transformation structures involving inversion. The duo has argued that learners face difficulties in mastering the syntactic rules governing the effective teaching and learning of English as a second language. Based on the study's results, it is clear that the mastery of knowledge and skills regarding inversion is problematic to many non-native English school-going children. The scholars have argued that factors such as learners' first language transfer, age, language aptitude, and exposure to knowledge and skills, are pivotal in determining the level of difficulty and accuracy in mastering inversion. The study by Fahad [4] reveals that subject-verb agreement, word order, and the comprehension of inverted sentence structures are key aspects of difficulty among many learners. These results are relevant to the present study that focuses on remedies for pedagogical challenges faced by Grade 12 learners in Zambia. It has been established that studies on error analysis have examined the specific types of errors made by second language learners in various aspects of English grammar without excluding inversion. The inversion difficulties faced by pupils in Zambia provide insights into the effective choice of pedagogical strategies to address these difficulties. The results of the study revealed that scholars such as university lecturers, teachers, and other stakeholders such as the Ministry of Education and the Curriculum Development Center who are the policymakers, can understand the specific challenges that learners face when they are learning English. Subsequently, the above officers can gain the pedagogical remedies that are pivotal to addressing the inversion structures faced by pupils in Zambia. The insights from the studies and suggested remedies in the present study can help policymakers make informed decisions to enhance the effective learning of the English language.

Many studies have been conducted on pedagogy in the teaching of language. Nonetheless, these studies suggest that the choice of pedagogical strategies and their effective application in language teaching is detrimental to the mastery of linguistic structures such as inversion. Scholars such as Govindasamy & David [3], have shown that the effective integration of technology, multimedia resources, and authentic materials fosters a great chance for students to conceptualize and apply the grammatical rules governing inversion. The duo has suggested effective strategies for teaching inversion such as explicit grammar instruction, communicative language teaching, interactive activities, and form-focused instruction.

Shahzab & Muhammad [2] posit that the teacher assumes responsibility for setting the learning objectives, determining the content, and selecting the delivery methods. Their study concluded that students who are not actively involved in the learning process may need help to retain the information being presented and may even develop feelings of disinterest, leading to underperformance academically. Sequero [5] further suggests that the use of educational resources goes hand in hand with the learning method used. Each didactic approach used to teach English must specifically include a combination of new technological measures. Hence, there is a need to conduct a study to explore the pedagogical strategies that can help learners improve their performance in English inversion.

A study by Bwalya et al. [6] shows that few studies have been documented in Zambia and worldwide to address the inversion difficulties faced by second-language learners of the English language. This shows that there is limited literature on challenges encountered in language education in Zambia. The above scholars argue that many factors influence inversion-learning difficulties with the biggest percentage surrounding language policy, curriculum design, teacher qualifications, and resources. The above examples of factors affecting the teaching of inversion are key elements to the effectiveness of teaching English grammar. On the other hand, another study by Bwalya et al. [7] reveals that the biggest challenge that teachers face when teaching English inversion is a lack of contemporary pedagogy. This implies that the understanding of the specific remedies to difficulties faced by pupils can provide

significant insights into the local context and contribute to more targeted pedagogical interventions.

Therefore, it is necessary to provide pedagogical remedies to the syntactic difficulties related to English inversion faced by Grade 12 pupils. Existing studies highlight the complex nature of inversion, the challenges encountered by second language learners, and various pedagogical approaches for addressing these difficulties. The study aims to contribute to the existing body of knowledge by informing the best contemporary pedagogical practices that can be used to address the inversion challenges, and subsequently enhance English language education in Zambia.

3. Theoretical Framework

Two key theoretical frameworks underpin this study on remedies for improving the teaching and learning of English inversion structures among Grade 12 pupils: generative grammar and second language acquisition (SLA). The choice of the two theories was influenced by their principles which provide a comprehensive understanding of the complexities involved in language learning and the specific challenges associated with teaching grammatical structures like inversion.

Chomsky [8], argues that generative grammar focuses on the innate structures of language and the grammatical knowledge and skills governing correct sentence formation. This theory posits that humans possess an inherent grammatical knowledge that allows them to generate and understand sentences in their native language. In the context of language teaching such as inversion, generative grammar is insightful in the teaching of the syntactic structures that underlie inversion patterns, such as question formation, conditional clauses, and emphasis. The theory highlights the importance of understanding these underlying grammatical rules to effectively teach inversion. Krashen [9], argues that by providing a framework for analyzing sentence structures, Generative Grammar helps educators identify common errors and misconceptions related to inversion, allowing for more targeted instructional strategies.

Abrahamsson & Hyltenstam [10], show that Second Language Acquisition (SLA) theory encompasses various models and approaches, and examines how individuals acquire a second language. Key concepts within SLA include the role of input, interaction, and feedback in language learning. According to SLA theory, effective language instruction involves providing learners with ample exposure to the target language, opportunities for meaningful interaction, and constructive feedback. In the case of English inversion, SLA theory emphasizes the need for explicit instruction and practice opportunities that enable learners to internalize and apply inversion rules. It also underscores the importance of understanding learners' current proficiency levels and adapting teaching methods to meet their specific needs (Krashen) [9].

In applying these theoretical frameworks to the study, Generative Grammar provides a basis for understanding the structural complexities of English inversion and identifying effective teaching methods. By analyzing the grammatical rules and structures that govern inversion, educators can develop targeted instructional strategies that address common errors and enhance students' understanding.

SLA theory, on the other hand, informs the approach to instructional design and practice. It emphasizes the need for explicit teaching, contextualized practice, and feedback mechanisms to support learners in acquiring and mastering inversion structures. Birdsong [11], shows that the integration of SLA principles into teaching practices can help address the challenges identified in the study and improve overall instructional effectiveness.

Together, Generative Grammar and SLA provide a robust framework for examining the challenges and remedies associated with teaching English inversion. By leveraging insights from both theories, educators can develop effective pedagogical approaches that can help to provide specific remedies to learners' challenges and enhance their proficiency in English inversion.

4. Methodology

The study used a qualitative research approach. This approach deals with holistic, non-numerical, inductive, subjective, and process-oriented methods that are used to understand, describe, interpret, and develop a theory on a particular phenomenon. Studies such as Brink & Wood [12], Siame [13], Siame et al. [14], and Siame & Banda [15], attest to qualitative research for studies that do not require numerical analysis. This approach was befitting because the data

required describing and interpreting the challenges faced by the Grade 12 learners before providing the remedies to the inversion difficulties. In addition, the collected data were non-numerical. As advocated for by Siame [16], the results of this study were obtained and analyzed using words and sentential expressions. The study was conducted at Nkulumashiba and Mikomfwa Secondary Schools in the Luanshya District in the Copperbelt Province of Zambia. Based on the Examinations Council of Zambia's report [1], the study targeted two secondary schools on the Copperbelt to represent the whole province because the results for the two schools were not satisfactory, especially in English paper two where inversion is examined. The findings may be generalized countrywide and remedies would be cross-cutting to Grade 12 learners. The study population included teachers of English and Grade 12 learners. The study targeted 36 participants including teachers and learners to get balanced views. Purposive sampling was used to select 6 teachers of English and 30 learners of English who were the respondents during the study.

The study used data from both primary and secondary sources. The data collection instruments included interview guides, a questionnaire, and a pre-test. The primary data were collected using interviews and language proficiency assessments, which provided a comprehensive understanding of the factors influencing learners' proficiency in inversion. The pre-test on subject auxiliary and subject-verb inversion in English was administered to 15 learners. Thereafter, the questionnaires were given to 10 learners of English selected randomly to supplement data generated from both test results and the questionnaire. The six teachers who participated in the interviews were selected purposively.

Using the research ethics by Mugenda & Mugenda [17], data collection and analysis were done simultaneously. After data collection was done, results were sorted out, grouped, and recorded. During data analysis, relevant themes were identified and interpreted. Based on the research assumptions by Siame & Lubbungu [18], the study employed a descriptive thematic analysis to make interpretations or meanings of the data. Using the notions of Creswell [19], data for this study were analyzed inductively.

5. Results and Discussion

To address English inversion intricacies, teachers can employ several pedagogical strategies tailored to the specific needs of their students. By implementing the suggested strategies, teachers can create a more conducive learning environment that addresses the concerns raised in this study, ultimately leading to improved English proficiency among pupils. To address these concerns, the study proposes seven (7) contemporary and beneficial pedagogical strategies for teachers of English in Zambia and globally. These are error analysis and correction, explicit instruction, guided practice, visual aids and resources, contextualized practice, technological integration, and reinforcement and feedback.

5.1. Error Analysis and Correction

Error analysis and correction involve teaching pupils to identify and rectify inversion errors independently. Through activities like error identification exercises, students learn to distinguish between correct and incorrect inversion usage. To improve pupils' performance on inversion difficulties, a comprehensive strategy centered on Error Analysis and Correction can be highly effective. This strategy involves a multifaceted approach beginning with the identification of errors. Teachers should carefully analyze students' work to pinpoint specific areas where inversion errors occur. Once errors are identified, pupils can engage in peer review sessions where they assess each other's work, and finally lead to providing constructive feedback. This peer review process not only helps students recognize their mistakes but also fosters a collaborative learning environment. Fahad [4], supports this remedy observing that inversion difficulties can be overcome by identifying specific types of errors committed by non-native English learners in various aspects of English grammar, including inversion.

Following peer review, pupils should maintain a reflective journal. In their journals, they can document the errors they identified, the feedback they received, and the corrections they made. This reflective practice encourages pupils to think critically about their learning processes and understand the underlying concepts better. By regularly reflecting on their mistakes and the steps taken to correct them, students can develop deeper comprehension and improve their overall performance on inversion tasks. This holistic approach, integrating error analysis, peer review,

and reflective journaling, creates a supportive and introspective learning environment conducive to mastering inversion concepts. This pedagogical remedy to inversion challenges is consistent with Fahad [4] who opines that closing the information gap requires conducting comprehensive research from sources such as journals that can be used to specifically explore the inversion challenges among the learners, thereby providing detailed analysis, and fostering suitable and effective pedagogical strategies to address the identified grammatical problems.

5.2. Explicit Instruction

To help Grade 12 pupils in Luanshya District improve their performance on English inversion difficulties, the strategy of explicit instruction can be highly beneficial. Explicit instruction involves systematically teaching the rules and structures of inversion and is consistent with the principle of SLA by Krashen [9], which shows that explicit instruction and practice opportunities enable learners to internalize and apply inversion rules correctly. Teachers can begin by breaking down the components of sentences and demonstrating how inversion functions in different contexts. This approach begins with a clear and direct rule explanation of the structures. The teacher should explicitly explain the rules governing inversion, such as the requirement to invert the subject and auxiliary verb in questions. For instance, "Is she coming?" instead of "She is coming?" and in conditional sentences starting with negative adverbs, for example, "Never have I seen such beauty". On the other hand, a related study by Bwalya et al. [6], suggests that there is there is a need to conduct research on English language education in Zambia, particularly focusing on inversion remedies. However, studies such as Sequero [5] and Shahzab & Muhammad [2] have shown that factors such as language policy, curriculum design, teacher qualifications, and resources are the key elements in upholding or improving the effectiveness of English language instruction such as teaching inversion. This shows that a qualified teacher with the correct resource materials is likely to provide explicit instruction to the learners regarding inversion intricacies. It can further be argued that the teachers' understanding of the specific challenges faced by pupils can provide insights into the local context and contribute to more targeted pedagogical interventions.

Providing both examples and non-examples can further solidify the understanding of the inversion of the learners. For instance, teachers might illustrate the correct inversion in questions such as ("Are you ready?") and incorrect versions to highlight common mistakes ("You are ready?"). Similarly, in conditional sentences, demonstrating correct usage ("Had I known, I would have called") alongside incorrect forms ("I had known, I would have called") helps pupils recognize the proper structure. To provide explicit instruction or rules about inversion, the teacher can also use correction cards by writing questions or statements. This can be achieved using two question cards where the first containing inversion errors and the second for correction. For example:

1. Card A (Incorrect): You are ready?

2. Card B (Correct): Are you ready?

A similar approach is suitable for statements as illustrated below:

3. Card A (Incorrect): I had known, I would have called.

4. Card B (Correct): Had I known, I would have called.

To enhance comprehension, teachers can also incorporate conditional sentences that require inversion. For instance:

5. Were I to leave now, I would miss the train

By practicing sentences like (5), students can better understand the nuanced use of inversion in hypothetical scenarios. This explicit and structured approach addresses factors contributing to poor performance, such as a lack of clear rules and insufficient practice with varied sentence structures. Through systematically breaking down the rules, providing ample examples and non-examples, and practicing conditional sentences, students can gain confidence and improve their mastery of English inversion.

5.3. Guided Practice

Guided Practice is another effective pedagogical strategy to help pupils overcome English inversion difficulties. This strategy involves a structured approach where the teacher provides support and gradually releases responsibility to the students. In the application of guided practice, sentence writing is a key component. Teachers should begin by modeling correct sentence structures that involve

inversion. For example, the teacher can write the sentence below on the board:

6. Not only did she sing, but she also danced.

After writing example (6), the teacher should explain the inversion rules applied. This teacher's modeling serves as a concrete example for students to follow. Following this, students engage in group work where they collaboratively construct sentences using inversion. Working in groups allows students to discuss and reinforce their understanding, correct each other's errors, and learn from peer explanations. The suggestion of guided practice as a pedagogical strategy aligns with Govindasamy & David [3], who support that the collaborative effort can demystify the rules of inversion and make the learning process more interactive and less intimidating.

As pupils become more confident, they can move on to independent sentence writing, applying the inversion rules on their own. Throughout this process, the teacher provides feedback and additional guidance as needed, ensuring that students are on the right track and gradually building their independence.

This approach is related to the notion of Govindasamy & David [3], who observe that the guided practice strategy addresses factors that contribute to poor performance, such as insufficient practice, lack of confidence, and difficulty in understanding abstract grammar rules. The study shows that by providing a supportive learning environment where students can observe, practice collaboratively, and receive continuous feedback, guided practice helps solidify students' grasp of English vocabulary, leading to improved performance and confidence in their language skills.

5.4. Visual Aids and Resources

Visual aids and resources are invaluable pedagogical strategies for helping pupils improve their English vocabulary difficulties such as inversions. This approach leverages visual tools to enhance understanding and retention of inversion rules. This pedagogical strategy would be useful to pupils with inversion difficulties at selected secondary schools in Luanshya and other schools and learners in Zambia and globally.

In the application of visual aids, inversion charts play a crucial role. Teachers can create charts that clearly outline the rules and structures for inversion, such as in questions. For example:

7. Is she.....?

The teacher can also use negative adverbial phrases. For example:

8. Never have I.....

Examples (7-8) above can be written on a visual chart to help the teacher explain the structure to the understanding of the rules. In (7) the inversion rule requires starting the sentence with an auxiliary verb while in (8) the rule requires beginning the inversion with a negative adverbial such as never. These charts serve as quick reference guides that pupils can easily consult, reinforcing their learning through repeated exposure. This analysis is consistent with Shahzab & Muhammad [2] who document that the methods and strategies used in teaching subjects such as the English language such as English inversion should involve clear, direct instruction and opportunities for guided practice, as is the case for visual aids and resources.

Sentence diagrams are another effective visual tool. By diagramming sentences, teachers can visually break down the components of a sentence, illustrating how inversion alters the usual subject-verb order. For example,

9. She is coming.

In example (9), the sentence "She is coming." can be diagrammed alongside its inverted form "Is she coming?" This visual representation helps pupils grasp the structural changes required by inversion, making abstract grammatical concepts more concrete.

Using an interactive whiteboard, teachers can further enhance this visual learning experience. Interactive whiteboards allow for dynamic and engaging presentations where teachers can manipulate sentence structures in real-time, highlight key inversion points, and involve students in interactive exercises. For instance, students can come up to the board to correct sentences or participate in games and activities that reinforce their understanding of inversion. This analysis is related to Govindasamy & David [3] who emphasizes that the amalgamation of technology, multimedia resources, and other effective authentic materials is an important means to enhance students' understanding and application of inversion rules.

As discussed by Bwalya et al. [6], this strategy addresses several factors contributing to poor performance,

such as difficulties in visualizing grammatical structures and a lack of engaging, hands-on learning materials. By incorporating visual aids and interactive resources, teachers can create a more stimulating and effective learning environment. This not only aids in comprehension but also makes learning more enjoyable, helping students to better retain and apply the rules of English inversion.

5.5. Contextualized Practice

Contextualized practice is a crucial pedagogical strategy to help pupils overcome English inversion difficulties. This strategy emphasizes learning language in meaningful, real-life contexts, making the practice more relevant and engaging for students.

In the application of contextualized practice, creating language-learning applications can be highly effective. These applications can offer interactive exercises that require students to apply inversion rules in various scenarios, such as forming questions or constructing sentences with negative adverbials as shown in examples (7-8). By practicing within the applications, students receive immediate feedback and can progress at their own pace, reinforcing their understanding through repetition and practical application.

Educational games are another valuable tool. Games that incorporate inversion challenges, such as sentence-building activities or grammar quizzes, make learning fun and engaging. These games can be designed to increase in difficulty gradually by providing students with a sense of accomplishment as they master each level. The competitive and interactive nature of games can motivate students to practice more frequently, leading to better retention of inversion rules.

Virtual tutoring offers a personalized approach to contextualized practice. Tutors can provide tailored instruction and feedback, addressing individual students' specific difficulties with inversion. Through virtual sessions, pupils can engage in conversational practice, receive real-time corrections, and discuss the contexts in which inversion is used. This one-on-one support ensures that students receive the guidance they need to improve their skills effectively.

This contextualized practice strategy helps pupils avoid access to unguided information by providing structured and relevant learning experiences. By using language learning applications, educational games, and virtual tutoring, students are exposed to accurate and consistent information in a controlled environment. This minimizes the risk of learning incorrect usage and helps students develop a solid foundation in English inversion. The meaningful context and interactive nature of these tools make learning more engaging and effective, leading to improved performance in English. Shahzab & Muhammad [2], opine that when students are not actively involved in the learning process, it may be difficult to retain the information presented to them and support the results. The above situation may lead to developing feelings of disinterest, leading to underperformance academically. Therefore, learners should be actively involved in the learning process through contextualized practice in activities, such as games, to enhance their memory retention.

5.6. Technological Integration

Technological integration is a transformative pedagogical strategy that can significantly help pupils overcome English inversion difficulties. Ratna [20] shows that this approach leverages modern technology to create dynamic and interactive learning experiences that cater to the diverse needs of students.

In the application of technological integration, language-learning applications are a powerful tool. These applications offer interactive exercises specifically designed to practice inversion rules in various contexts. By engaging with these applications, students can receive immediate feedback on their performance, allowing them to quickly identify and correct mistakes. The applications often include gamified elements that make learning more engaging and enjoyable, encouraging consistent practice. This correlates with Sequero [5], who shows that the use of education resources goes hand in hand with the learning methods, and each didactic approach used to teach English must specifically include a combination of new technological measures.

Technological integration addresses several factors contributing to poor performance, such as a lack of engaging materials, inconsistent practice, and limited access to personalized instruction. By incorporating language learning apps, educational games, and virtual tutoring into

the learning process, pupils are provided with diverse and effective resources that enhance their understanding and application of English vocabulary. This strategy not only makes learning more accessible and engaging but also ensures that pupils receive the support they need to succeed.

5.7. Reinforcement and Feedback

Reinforcement and feedback are essential pedagogical strategies to help pupils in Luanshya District improve their English vocabulary difficulties. This approach emphasizes the consistent application of reinforcement techniques and the provision of timely feedback to enhance learning outcomes.

In the application of this strategy, regular quizzes play a vital role. By administering frequent quizzes that specifically target inversion rules, teachers can assess students' understanding and identify areas needing improvement. These quizzes provide students with ongoing opportunities to practice and apply what they have learned, reinforcing their knowledge through repetition.

Immediate feedback is essential in this process. After each quiz, teachers should provide prompt and specific feedback on students' performance, highlighting both correct and incorrect answers. This immediate feedback helps students understand their mistakes and learn the correct inversion rules while the material is still fresh in their minds. It also allows teachers to address any misconceptions or difficulties on the spot, preventing the reinforcement of incorrect usage.

Positive reinforcement further supports this strategy. Recognizing and praising students for their correct use of inversion rules boosts their confidence and motivation. Positive reinforcement can take various forms, such as verbal praise, rewards, or displaying excellent work. Celebrating students' successes encourages them to continue practicing and applying inversion rules, fostering a positive learning environment. This strategy is consistent with the desire and mandate of the Examinations Council of Zambia's [1] report that proficiency and good academic performance on English inversions calls for motivation and positive reinforcement which can be achieved by first equipping the teacher with contemporary pedagogy who should in turn motivate the learners.

This strategy addresses several factors contributing to poor performance, such as a lack of consistent practice, delayed correction of errors, and insufficient motivation. By incorporating regular quizzes, immediate feedback, and positive reinforcement, teachers can create a supportive and structured learning environment. This not only helps pupils to master English inversion but also builds their confidence and encourages a positive attitude towards learning. This result is consistent with Abrahamsson & Hyltenstam [10], who opined that the mastery of knowledge and skills, interaction, and feedback in language learning is critical in second language acquisition. This implies that effective language instruction involves providing learners with ample exposure to the target language, opportunities for meaningful interaction, and eventually constructive feedback. Therefore, in the case of English inversion, there is a need for explicit instruction and practice opportunities that enable learners to internalize and apply inversion rules.

By implementing these pedagogical strategies effectively, teachers can address inversion difficulties comprehensively, ensuring that pupils not only understand the rules but also gain proficiency in applying inversion in diverse linguistic contexts. Each strategy contributes uniquely to a holistic learning environment that supports pupils' development of language skills and confidence in using advanced grammatical structures like inversion proficiently.

6. Conclusions

This study has explored the remedies for teaching English inversion to Grade 12 pupils. It is evident that the current pedagogical methods for teaching inversion are insufficient and in need of significant improvement. The ineffective strategies employed by educators, coupled with the students' struggles to grasp inversion concepts, highlight a critical gap in instructional practices. The findings of this study underscore the necessity for adopting more targeted and effective teaching methods to address the specific difficulties associated with English inversion. The study proposes several remedies to enhance teaching effectiveness and student performance. Key proposed remedies include the use of error analysis and correction to address specific mistakes in students' use of inversion, explicit instruction to clarify grammatical rules, and guided

practice to provide structured opportunities for application. Additionally, the incorporation of visual aids and resources can help illustrate inversion concepts more clearly, while contextualized practice ensures that exercises are relevant and meaningful. Technological integration offers interactive learning experiences, and consistent reinforcement and feedback are essential for helping students internalize and apply inversion rules effectively. Implementing these strategies can significantly improve instructional quality and student outcomes. Effective teaching of English inversion will not only enhance students' grammatical skills but also contribute to their overall language proficiency and academic success. By addressing the identified shortcomings in current teaching practices and embracing these recommended approaches, educators can better support students in mastering complex grammatical structures and achieving higher levels of language competence. This study highlights the urgent need for pedagogical reform in the teaching of English inversion. By adopting evidence-based strategies and focusing on the specific needs of learners, the key implication is that teachers can overcome existing challenges and foster a more effective learning environment. Therefore, the government of Zambia through the Ministry of Education should embrace research and professional development because they are crucial for sustaining improvements and ensuring that students receive the high-quality instruction necessary for their academic and linguistic development.

Author Contributions

Two authors participated in writing the paper. The following were their contributions: P.S. dealt with the conceptualization of the study, validated data collection tools, did organization of data and typesetting, and organized and ordered the references according to the journal's requirements. He also did a formal analysis of the data, wrote the original draft paper, did the final writing of the article (review, editing), and the final revision/corrections after receiving the reviewer's comments, including writing the letter for the corrections and revisions made to the final manuscript. N.B. conducted an investigation and collected data, dealt with methodology, wrote the literature review, and presented the findings. N.B. also handled the introduction and part of the theoretical framework. The two authors have read and consented to publishing the version of this manuscript by your journal.

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Institutional Review Board Statement

The study did not require ethical approval hence the section is not applicable because the data does not involve humans or animals, but the linguistic challenges faced by learners.

Informed Consent Statement

The section is not applicable because the study does not concern humans or animals, but the remedies for inversion difficulties faced by Grade 12 learners. In addition, the study does not deal with individual learners, but with challenges they face in the learning process versus pedagogies that can be used to improve their academic performance.

Data Availability Statement

Not applicable.

Conflicts of Interest

The authors declare that there are no conflicts of interest in this study.

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