

**Grammar Instruction in English Language Classrooms of Nepal: Approaches,
Practices, and Challenges**

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Abstract

Grammar is a fundamental component of language learning; however, it often poses many challenges for both teachers and learners in English language classrooms. This study explores teachers' perceptions, strategies, practices, and challenges in grammar instruction. Data were purposively collected from seven school teachers of Kaski district using semi-structured interviews. The findings reveal that teachers acknowledge grammar as essential for accurate, fluent, and effective communication. Traditional and untrained teachers tend to employ deductive approach to teaching grammar, while modern and trained teachers use communicative and task-based approaches. They also apply innovative strategies, such as task-based activities, language and content integrated learning, storytelling activities, and digital tools, although there remain several challenges, including large class sizes, exam-oriented curricula, and limited resources. However, it is effective to combine traditional methods with modern and communicative approaches to address the diverse needs and proficiency levels of learners. Teachers emphasize the values of professional development, adequate resource materials, and flexible curricula to promote student-centered grammar teaching, aiming to bridge the gaps between theory and practice.

Keywords: deductive approach, contextualized learning, communicative competence, form-meaning integration

Introduction

Grammar is an important part of language learning that provides a foundation for effective and meaningful communication. While second or foreign language learners learn grammar instructions whereas, native speakers acquire grammatical knowledge sub-consciously to develop grammatical awareness (Krashen & Terrell, 1983; Prabhu, 1987). However, there is a considerable debate about the role of grammar in language teaching for years. Some approaches, such as the Grammar Translation Method, focuses on explicit rule-based grammar instruction, whereas others such as, Natural Approach and Communicative Language Teaching (CLT), emphasize meaning and reduce formal grammar instruction, similar to first language acquisition (Thornbury, 1999; Ur, 1991). Grammar instruction moves from rule driven approach to natural or communicative approach.

Grammar instruction has many benefits for language development that promotes accuracy, creativity, and reduces fossilization (Ur, 1988). Thornbury (1999) also provides some reasons for grammar instruction, such as sentence machine, fine-tuning, fossilization prevention, advance organizer, discrete item, rule of law, and learner expectation perspectives. Modern approaches stress the grammar instruction in contexts, combining form and function, and developing learners' knowledge into language use (Zhang, 2009). Grammar instruction has the benefits, enhancing language accuracy to communicative aspect of language use.

Grammar instruction plays an important role in second language acquisition. Grammar instructions develop learners' linguistic proficiency, fostering both implicit and explicit knowledge of language pattern (Ellis, 2006; Nassaji & Fotos, 2011). However, there is still a debate about the best approach that we practice. Scholars propose for a balanced approach that integrates form-focused and task-focused activities, fostering both accuracy and communicative competence (Larsen-Freeman, 2003; Richards & Renandya, 2002). Grammar instruction is inevitable for fostering second or foreign language rather than first language.

The ultimate goal of grammar teaching is to promote language development. Studies, as suggested by Adhikari (2017); Bastola (2016), highlight a gap between theory and practice. Wrong selection of teaching approach may hinder communicative competence of learners. Teachers' beliefs, experiences, and perceptions significantly shape their instructional choices, stressing the importance of strategies that balance explicit grammar instruction with meaningful communicative practice (Wong & Barrea-Marlyns, 2012). The grammar instruction equally focuses on both form and meaning for enhancing communicative competence.

These aforementioned studies discuss about explicit rule driven approach to communicative competence. However, they do not talk about modern and innovative approaches to grammar instructions. With the invent of science and technology, there have been many changes in the field of grammar instructions. Literature reveals that many new and innovative approaches to grammar instructions have been evolved. In this context, the present study aims to explore secondary-level EFL teachers' practices of grammar instruction, stressing both traditional and innovative approaches.

Literature Review

Grammar is one of the significant parts of language teaching. Over time, various approaches have been evolved to make it more teaching more effective and meaningful. In the past, grammar was taught in isolation, without paying attention to discourse or context (Xu, 2023). The first perspective is the deductive or rule-driven approach linked with the Grammar-Translation Method. In this approach, explicit grammatical rules are first presented followed by examples. Students are then asked to apply those rules into practice. Deductive approach begins with the presentation of a rule followed by examples in which the rule is inferred (Thornbury, 1999). Deductive reasoning moves from generalizations to specific examples (Brown, 1994). The deductive method asserts that grammar learning is an intellectual exercise with logical reasoning and the application of rules. The inductive approach, on the other hand, keeps the learners at the center of learning where they are

provided examples from which they are asked to formulate the rules. According to Thornbury (1999), inductive approach begins with examples from which rules are made. So, it is a kind of discovery learning where rules are not directly taught but discovered from learners' experiences (Richards et al., 1985). This approach is aligned with the Direct Method or Natural Approach to language learning (Nhan, 2024) that emphasize learners' participation and problem-solving skills.

Moving beyond sentence-based analysis, text-based approaches emphasize grammar instruction in a larger level of discourse. Texts are defined as a series of meaningful combination of sentences. Dialogues, narratives, or commentaries are some examples of texts that provide authentic language use. Texts are the verbal records of communicative acts (Brown & Yule, 1993). They are naturally occurring spoken, written, or signed discourse (Crystal, 1994). Meaning is best understood in relation to co-text and situation (Richards et al., 1985). Grammar in context is not a fixed method but a variety of techniques that aligned with grammatical structures to their communicative functions, in contrast to traditional syllabi which isolate discrete grammar points (Cowan, 2009). This idea of grammar instruction aligns with communicative language teaching (CLT) that developed as a reaction to form-focused teaching approaches. In this sense, the goal of language teaching should be to enhance communicative competence (Savignon, 1983). It is an ability to interact with others rather than to exhibit grammatical knowledge on discrete-point tests. CLT focuses on the activities such as role plays, discussions, games, and problem-solving tasks, where accuracy is secondary to fluency and meaning-making.

Task-based language teaching (TBLT) was next student centred approach to grammar instruction developed by Prabhu through the Bangalore Project in the 1980s. TBLT, as its name suggests, is based on the use of authentic tasks that require learners to process and produce language meaningfully. According to Nunan (2004), communicative task is a piece of classroom work where learners engage in comprehension, and interaction in the target language, paying attention to meaning rather than form. Grammar is acquired sub-consciously through the performance of tasks and activities that develops logical thinking and problem-solving skills. There are several principles of TBLT, including the use of realistic tasks, elaboration of input, provision of rich input, and encouragement of learner-generated syllabi (Cowan, 2009). Long (1997) also outlines various stages of tasks, such as need analysis, task classification, sequencing, implementation, assessment, and evaluation to develop TBLT as learner centered approach.

Scholars have also stressed the role of input processing and relationship of form-meaning in grammar acquisition. Van Patten (1996) criticizes traditional methods focused on output production without proper comprehensible inputs. For him, intake- an input that is processed for meaning- is essential for second language acquisition (Cowan, 2009). Likewise, Allen (1974) emphasizes situational approaches that focus on meaningful inputs by associating language to real-life objects, actions, and people. It allows learners to attribute grammatical rules indirectly without explicit grammatical generalization. It is closely aligned with pattern practice drills, grounded in behaviorist theories that focus on the formation of

phonological and syntactic habits. Such practice develops a strong relationship between words and patterns (Allen, 1974), although it is less connected to real-world contexts. Despite, Harmer (1987) suggests that the drills, interaction activities, games, and written exercises can offer valuable practice if they are used in more engaging and meaningful ways. However, the important role of EFL teachers is to implement modern and innovative teaching approaches, such as games, storytelling, music, art, and digital tools (Tamam, 2025) in the classroom in order to present grammar lessons that make more dynamic and memorable.

For advanced learners, direct or explicit grammatical lessons are important. Allen (1974) asserts that while beginners learn through habit formation, advanced and experienced learners learn through deeper insights into structural relationships. Likewise, discovery learning, as noted by Harmer (1987), involves learners in various stages, including previewing, matching, analyzing texts, and problem-solving to discover grammatical structures independently. The discovery learning approach develops learner involvement as well as analytical skills and deeper grammatical awareness.

Due to having diversity of learner needs and teaching contexts, many scholars indicate for a multifaceted approach to grammar teaching. Allen (1974) stresses that the role of teacher is very important in the particular situation, or context, as opposed to global roles and methods that they choose. However, it is their duty to combine various roles and methods in the particular context. Providing such opportunities for learners to associate grammatical forms with their meanings in communicative contexts is very important (Celce-Murcia & Larsen-Freeman, 1999). This eclectic orientation integrates deductive and inductive reasoning, text-based and task-based learning, explicit explanation and discovery activities, meaningful practice and collaborative interaction. Therefore, effective grammar instruction depends not only the rigid application of one approach but also the flexible and context-sensitive integration of multiple approaches.

Methodology

Since this study aimed to explore the practice of grammar instruction in EFL classrooms, the researcher adopted an interpretive ontology and a subjectivist epistemology as it allows the multiple realities of the participants (Cohen et al., 2018). This philosophy aligns with the knowledge co-constructed through social interaction and interpretation in particular contexts. Similarly, this research employs a descriptive phenomenological research design aiming to express the essence of participants' lived experiences (Creswell, 2013). Based these philosophies and research design, the data were purposively collected from seven secondary level English language teachers of Kaski, Nepal with a range of extensive experience of teaching English as a foreign language in Nepal. Such teachers were included in the study to gather information from diverse perspectives. To accomplish the objectives, an interview guideline was developed, and semi-structured interviews were conducted, aiming to explore their perspectives independently. The teachers were interviewed at their own schools for their ease and access. The interviews were conducted in Nepali language assuming that they would explore more freely than in another language. Each interview was audio-taped to ensure the source of accuracy and credibility. All the interviews were then transcribed into English language and a special care was taken while transcribing the data to reduce the distortion from the main information. Then the transcribed data were thematically organized

under different headings. The personal information of the participants was removed from the data and separate codes (T) were given to each teacher in terms of their organization in data store. To ensure the ethical rigor of the study, participants' identities were anonymized providing identification codes prefixed with "T," and all personal identifiers were removed from the text to maintain the ethical standards (Miles et al., 2014).

Findings

After conducting interviews with teachers, the finding is organized under five specific themes. These themes provide a framework for analyzing the data, highlighting key insights, recurring patterns, and the teachers' perceptions and experiences with the subject.

Teachers' Perceptions of Grammar Instruction

Attitudes toward grammar instructions are often mixed. Many teachers and students consider grammar as an inevitable part of language because it focuses on clear rules, structures, and accuracy. In this context, T3 claims:

I like to teach grammar lesson as it is the corrective measure and rule of language. Grammar provides a sense of security and order in language learning. Students can forget lessons without explicit grammar instructions.

Grammar teaching plays vital role in developing language. In this regard, Chalker (1994) asserts that grammar should not be divorced from meaning, use and context. Without grammar teaching, learners have the risks of fossilization (Selinker, 1972). However, some critics argue that it is not necessary to teach grammar as language is a process of skill leaning, focusing meaning over explanation of rules as T1 reported:

I do not focus on grammar instruction in language classroom as language is a process of skill learning rather than explanation of grammar rules. I don't see the relevancy of formal grammatical instruction as language is not mere collection of habits, but it is innate quality of human beings.

Grammar teaching makes teaching boring and reduces motivation and engagement. It further reduces creativity and critical thinking skills, stressing on rote learning. As highlighted by Krashen (1985), formal teaching of grammar does not contribute to the acquisition of knowledge essential for effective participation in real communication. However, many modern and innovative approaches to teaching grammar often integrate grammar with meaningful communication and real-life contexts. Some approaches, such as communicative grammar, task-based instruction, and discovery learning promote students to identify the forms of language, use grammar in authentic tasks, and focus on fluency and communication. Teachers and students often appreciate these approaches for making grammar more relevant, interactive, and enjoyable.

Grammar Instruction Approaches in ELT

School teachers generally employ a range of approaches and strategies to teach grammar. Many teachers claim that they combine traditional methods with modern ones to address the diverse needs of their students. Many teachers still rely on the deductive

approach, where grammatical rules are directly explained and followed by examples. This method is clear and efficient, particularly in large classes as stated by T2:

I prefer to use deductive approach to teaching grammar as it is easy to employ. Many students enjoy listening and depend on me because they have been practicing such strategies from the beginning.

However, this is often criticized as old and outdated approach as it does not promote students' creativity and some new teachers like T1 do not employ it. They enjoy with modern strategies like inductive approach as she states:

I use inductive approach for grammar instructions. First, I tend to provide the situation or examples, and then they discover the rules from the examples provided. My students enjoy it because they have the habit of doing it.

Inductive approach to grammar instructions promotes critical thinking, learner autonomy, and engagement. But it requires more time, cost, and labor. Traditional teachers teach grammar texts deductively, i.e rule driven approach. They directly use textbooks and practice books. However, such traditional, rote learning approaches have several drawbacks. Such approaches do not enhance the creativity and critical thinking skills of students. As a result, educators were compelled to think new approaches to grammar instructions. While traditional and untrained teachers adopt traditional approaches, trained and modern teachers employ new approaches as T2 reported:

I adopt many modern approaches such as communicative language teaching, task-based teaching, content and language integrated learning, collaborative grammar learning, and multi-faceted learning approach.

Besides, consciousness raising activities, technology enhanced learning, and lexico-grammatical approach. Furthermore, role-plays, peer activities, and problem-based activities are used to integrate grammar with speaking, writing, listening, and reading, enhancing both accuracy and communicative competence.

One of the most engaging strategies to grammar instruction is the use of grammar games. Activities such as bingo, tic-tac-toe, and grammar relays simplify the complex grammatical rules and offer students an interactive way to practice. Games based learning also provides students with motivation and enjoyment (Erlbacher, 2025). These games create a fun, low-pressure, and competitive environment, which promotes students' motivation and helps them retain grammar concepts.

Music brings rhythm and repetition, which are powerful tools for memory retention. Lyrics present the accurate grammatical patterns which can be easily remembered through melody and repetition. This makes learning more interesting and lively. When grammar is presented in contextual, interactive and fun way, students understand it easily and use in everyday communication (Habib & Ward, 2022b). For instance, teaching tenses with lyrics helps learners to remember conjugation patterns of verbs while listening to music. Integrating music into grammar lessons also encourages active listening and engagement..

Role play and Art-based strategy for teaching grammar is also new strategy for teaching grammar. Role-play enables learners to rehearse language in real life context,

equally focusing accuracy, fluency, and communication skills. Art-based activities, such as creating mind maps or posters of grammar rules support visualization and critical thinking.

Technology plays an important role in grammar teaching. Using multimedia tools and interactive platforms enhances learning experiences and provides diverse learning styles. Online grammar games, quizzes, and exercises allow students to practice grammar independently. Digital platforms like Duolingo, Quizlet, and Kahoot! Offer a wide range of interactive resources, which engage students in real-world contexts. Technology enhanced grammar teaching not only improves learner engagement but also promotes autonomy and individualized learning paths (Elmirzayeva, 2025). In nutshell, involvement of technology, educational games, interactive media, context-based approaches have pushed teachers and students to adopt more engaging grammar lessons (Larroque, 2023). No doubt, while there is a huge importance of grammar in language teaching, many teachers still rely on traditional methods due to limited resources and training in innovative approaches (Kouanken & Ngonu, 2022). Grammar lessons should be more interactive, using technology and various innovative approaches.

Classroom Practices of Grammar Instruction

Grammar instruction plays an important role in language development. The language teacher teaches grammar lessons through various approaches and methods. However, the frequency and duration of grammar instructions depend on course weight age, and levels of students. Some teachers teach grammar regularly in the class whereas some teachers teach occasionally as given in the curriculum. In private schools, 100 marks grammar course is taught. However, a separate grammar course is not introduced in community schools. They incorporate some grammar contents with other language related contents as explained by T5:

I am a community school teacher. I teach grammar lessons as instructed in the curriculum and textbooks. There is no separate grammar textbook for secondary level students introduced by CDC. However, our students use practice books prepared by private publication book houses.

In contrary, private schools teach grammar textbooks in their classrooms. They believe that grammar is an inherent part of language as reported by T4:

I teach at private school where grammar is a compulsory subject as it is inevitable aspect for language development. Many students like grammar subjects in private schools as grammar presents rules and principles which are highly appreciated there. Students can get more marks in grammar than other subjects.

Such variations in community and private schools can be as per curricular goals, exam requirements, and students' proficiency level. Many teachers employ rote learning method while teaching grammar while some teachers teach grammar lessons, employing student-centered approaches such communicative and task-based learning.

Teachers use various methods such as games, role-plays, sentence-completion tasks, and peer activities that make grammar less monotonous. Visual aids, interactive digital tools, and supplementary materials like news articles or short stories are also used to make grammar instruction meaningful. In terms of assessment, both formal and informal strategies are

common, ranging from written tests and quizzes to oral presentations, peer corrections, and analysis of students' own writing.

Despite these, many teachers face several challenges in practicing modern methods. Limited time, exam-oriented curricula, large classes, and lack of resources push the teachers follow traditional rule driven teaching. Some teachers also claim that students themselves expect direct explanations and drills, making it harder to apply communicative or discovery-based approaches.

Teachers' Knowledge and Training in Grammar Instruction

Teachers' knowledge and training in grammar instruction often originates from their pre-service education. They employ traditional rule driven approach to modern pedagogical strategies. However, many teachers report that they focus on theory rather than practice as reported by T2:

I learned grammar during my school and university education. Teachers used to teach grammar lessons based on the textbooks. They usually adopted teacher-centred approach. I have also studied several grammar-based reference books, such as practical English grammar, Cambridge grammar, Oxford grammar, and Comprehensive grammar of English, aiming to develop the knowledge of grammar.

However, modern teachers and students study grammar through audio-visual materials, e-books, internet and other AI tools. They integrate grammatical rules with four language skills.

Teachers also learn grammar through professional development activities, such as training, workshops, seminars and conferences. Many teachers acquire grammatical knowledge by participating in different training and workshop as T1 states,

Besides, I strengthen my grammatical understanding by participating in various training, workshops and seminars where we can share, question and explore grammatical explanations and practical applications. Many teachers engage in such activities like I do.

Some teachers participate in workshops, seminars, or training, moving to communicative and task-based approaches, while other teachers do not have access to such programs. Teachers who engage in continuous professional development integrate grammar with language skills and use innovative strategies like contextualized instruction or authentic materials.

Teachers' confidence and self-efficacy largely depend on their training, experience, and familiarity with modern approaches. Those with content knowledge and practical training express greater confidence in handling grammar lessons, explaining rules, and designing interactive activities. In contrary, teachers who lack exposure to updated methods or feel pressured by exam-focused curricula sometimes express uncertainty about their effectiveness.

Challenges of Grammar Instruction in EFL Classroom

There are many challenges that teachers face in teaching grammar lessons. People often criticize that grammar instructions make children mechanical and teacher dependent as reported by T4.

I face many challenges such as a lack of student motivation, limited resources, and technology while teaching grammar lessons. Similarly, existing teaching strategies, institutional demands and evaluation system limit the creativity and critical thinking skills of students.

Teachers often depend on textbooks and worksheets. Grammar lessons often restrict the student creativity, problem-solving skills and learner autonomy, focusing on rote learning and memory based strategies. In contrary, many students perceive grammar learning as boring, restricting motivation and interest. In this context, Habib and Ward (2022b) claims, “Grammar learning is often considered as the most boring part by students”. However, it is teacher’s duty to balance between rule explanation that focuses on accuracy and communicative approaches that focus on fluency as stated by T5:

Teachers should play an important role to bridge the rule driven approach to learner’s communicative competence. Our grammar lessons should be more interactive and student centred, focusing on form and meaning.

Teachers should make grammar lessons more interactive. These lessons should be taught using various activities such as role play, dramatization, and demonstration. Various communicative activities such as information gap, choice and feedback can be employed while teaching grammar. They need to balance between fluency and accuracy. However, bridging fluency with accuracy is a complex issue (Elmirzayeva, 2025). Moreover, many teachers do not realize the relationship between discourse and grammar, neglecting the vital role of discourse strategy in grammar teaching (Xu, 2023). In nutshell, grammar lessons should be interactive and student centered, despite facing various challenges.

Discussion

Grammar plays a pivotal role in language development. It functions as the cornerstone for organized and effective communication. Grammar helps the learners to make not only well-formed sentences but also facilitates comprehension (Ellis, 2006); Larsen-Freeman, 2003). Beyond rote learning, grammar serves as a tool for exploring ideas appropriately in various communicative situations that promotes fluency, flexibility, and confidence in both spoken and written language (Nassaji & Fotos, 2011). Additionally, grammatical knowledge supports academic and professional communication, emphasizing its role as the integral part of effective language use.

Teachers' opinions regarding grammar teaching reveals an important aspect of traditional and modern approaches. Traditional grammar focuses on explicit rules, organized exercises, and deductive teaching that are often valuable for its clarity, efficiency, and utility in exam preparation (Ur, 1998; Thornbury, 1999). However, it is criticized that such kind of learning often promote rote learning, neglect meaningful communication, and reduce student engagement (Celce-Murcia, 2001). Modern approaches, such as inductive approach, task-based approach, and communicative grammar teaching, are often taken positively as they integrate grammar with authentic language use, foster interaction, and enhance learner motivation. This suggests that teachers acknowledge the need to balance accuracy and communicative competence in their pedagogical decisions.

The study also demonstrates that teachers use multifaceted strategies to teach grammar as they often blend traditional and modern approaches to address learners' diverse needs. Deductive teaching approach can be important especially in exam-oriented or large-class contexts, whereas inductive teaching methods inspire discovery of patterns and deeper cognitive engagement (Larsen-Freeman, 2003). Nowadays, teachers highlight contextualized grammar teaching, integrating lessons in meaningful contexts such as dialogues, stories, or authentic texts. Techniques, such as sentence imitation, use of mentor texts, and integration with the four language skills are used to present grammar as a functional tool rather than an abstract set of rules (Nassaji & Fotos, 2011). They also emphasize contextualized and integrated grammar teaching with the aim of focusing accuracy and fluency (Richards & Rodgers, 2014).

In classroom implementation, grammar instruction varies in frequency and method, depending on curriculum demands, student proficiency, and assessment pressures. Teachers often use short, regular sessions integrated with reading or writing activities, while also conducting longer, focused lessons for rule explanation when necessary. A range of techniques, including games, role-plays, peer activities, visual aids, and digital tools, are employed to enhance engagement and make grammar learning interactive and meaningful (Thornbury, 1999). Assessment practices similarly blend formal testing with informal evaluation of learners' application of grammar in authentic tasks, reflecting an emphasis on both knowledge and communicative competence.

Teachers' knowledge and training play an important role in shaping their confidence and effectiveness in grammar teaching. While pre-service education offers theoretical knowledge in grammatical rules, many teachers report limited inputs to practical, classroom-based strategies, suggesting adaptation and learning on the job (Richards & Rodgers, 2014). Professional development activities, such as workshops and refresher training courses on communicative and task-based approaches, heighten teachers' capacity to implement contextualized instruction and use authentic materials effectively. Teachers with strong content knowledge and practical training can demonstrate higher self-efficacy, whereas those affected by exam pressures or limited experience may feel uncertain about employing modern methods (Ellis, 2006).

Despite innovative efforts, teachers face many challenges in grammar instructions. They are rigid curricula, large class sizes, limited resources, and students' negative attitudes toward grammar instructions. Such limitations often seek a compromise between rule-focused instruction and communicative approaches (Ur, 1998; Celce-Murcia, 2001). Teachers also attempt to resolve these tensions by combining explicit explanations with contextualized practice in order to meet both institutional expectations and learners' communicative needs.

To overcome those challenges, teachers adopt a variety of modern and innovative strategies to promote grammar learning. Context-based exercises, task-based activities, authentic texts, role-plays, and project-based tasks permit learners to experience grammar as a part of meaningful communication, integrating it with speaking, writing, listening, and reading. The incorporation of digital tools and interactive platforms further supports engagement, instant feedback, and individualized practice. Teachers recommend expanding

professional development, improving classroom resources, and revising curricula to allow flexibility for interactive, learner-centered approaches.

Conclusion

This study explored the teachers' practices of grammar teaching approaches in EFL classroom, upbringing effective and meaningful learning. The study purposively selected seven secondary level English language teachers of Kaski district for data collection. Phenomenology was the main research design and semi-structured interview was the research tool for this study. The study concludes that grammar is an inherent part of language development that mainly focuses linguistic competence of the learners. Teachers recognize that grammatical knowledge helps the learners to enhance their linguistic as well as communicative competence. Teachers employ various activities such as task-based activities, text-based activities, communicative activities, and authentic materials with the integration of technology despite facing various problems such as mixed-ability classroom environments, large and noisy classrooms, fixed resources and rigid curricula. Teachers can use alternative approaches such as consciousness-raising activities, digital supported grammar instruction, and collaborative grammar learning. They also blend traditional methods and modern and technology-enhanced approaches.

The findings suggest that innovative grammar teaching in EFL classrooms requires continual professional development, technology-enhanced and learner-centred teaching approaches. A care should be given by the policymakers to bridge the gap between theory and practice through teacher training and classroom support programs.

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