

Exploring the Role of Grammar Instruction in English Language Teaching: Evolving Approaches and Emerging Trends in Modern Instruction

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Abstract—This paper explores the evolving role of grammar instruction in English Language Teaching (ELT), examining contemporary trends and methodologies that influence its integration into language classrooms. Focusing on student preferences, the study investigates the effectiveness of both traditional grammar teaching methods and the incorporation of modern, technology-enhanced approaches. Through an analysis of survey data from students across various ELT contexts, the research highlights the continued importance of explicit grammar instruction, while also recognizing the growing appeal of hybrid approaches that combine explicit and implicit learning. The findings emphasize the increasing use of digital tools for grammar practice, showing how technology can support autonomous learning and provide personalized feedback. The paper argues for a balanced approach to grammar teaching, combining structured, rule-based instruction with communicative tasks and technological resources. It concludes with recommendations for future research and teaching practices, emphasizing the need for adaptable, student-centered methodologies in grammar instruction to address the diverse needs of modern learners.

Index Terms—grammar instruction, English language teaching, technology integration, hybrid approaches, language learning

I. INTRODUCTION

Grammar, the structural foundation of language, has long been a cornerstone in the teaching and learning of English. The significance of grammar in English Language Teaching (ELT) remains profound despite the evolving methods and pedagogical philosophies that have emerged over time. While the nature of language instruction has evolved, grammar continues to occupy a central place in shaping learners' linguistic capabilities, acting as both a guide and a framework for effective communication. This is especially true in a globalized world where English is a bridge between diverse cultures, and its mastery is often perceived as a crucial tool for academic, professional, and personal advancement.

Historically, grammar instruction was synonymous with rote memorization and the rigorous application of rules. Language learners would painstakingly memorize conjugations, tenses, syntax, and vocabulary, all while translating sentences between their native languages and English. The Grammar-Translation Method (GTM), which dominated much of the 19th and early 20th centuries, was built upon the premise that explicit, rule-based learning of grammar was essential for language mastery. This approach emphasized accuracy and structural correctness, often at the expense of communicative ability (Richards & Rodgers, 2014). Despite its drawbacks, the method laid the foundation for grammar's integral role in language learning, as it sought to provide learners with the tools needed to analyse and comprehend language systems.

The dissatisfaction with such methods led to the emergence of newer, more communicative approaches to language teaching in the latter half of the 20th century. Communicative Language Teaching (CLT), which gained prominence in the 1970s, marked a paradigm shift by emphasizing fluency over accuracy. In CLT, grammar was seen not as a set of rigid rules to be learned in isolation, but as a functional tool to facilitate communication in context (Canale & Swain, 1980). As Larsen-Freeman (2000) notes, this shift emphasized the importance of meaning and interaction rather than strict adherence to grammatical correctness, marking a crucial departure from the form-focused methods that had come before. In CLT, grammar was still recognized as essential but was integrated into more meaningful, interactive practices that prioritized communication.

Even with the rise of communicative approaches, debates regarding the teaching of grammar continued. Many linguists and educators began to question how grammar should be approached in modern classrooms (Vimal & Pillai, 2024). The pendulum swung between two extremes: one advocating for a complete de-emphasis of grammar, suggesting that learners would naturally acquire grammatical rules through exposure to language, and the other arguing that explicit instruction was necessary to ensure accuracy and linguistic competence. Ellis (2006) argued that a balance between explicit and

implicit grammar teaching methods was essential, as both play critical roles in different stages of language acquisition. Explicit instruction allows for immediate comprehension and application, while implicit learning fosters internalization and natural usage over time.

The importance of grammar is not limited to the mastery of sentence structure or the application of rules; it extends to a deeper understanding of how meaning is constructed in language. Grammar, when taught effectively, enables learners to produce language that is not only structurally correct but also contextually appropriate. This has become even more important in the age of global communication, where the ability to use language accurately and appropriately is crucial for success in academic, professional, and social settings. With English as a lingua franca in many international contexts, speakers must be able to navigate the complexities of grammar to communicate effectively with people from diverse linguistic backgrounds (Jenkins, 2006). As such, grammar instruction must evolve to address not only the traditional concerns of accuracy and structure but also the need for learners to use English flexibly and creatively in various communicative situations.

Moreover, with the rapid technological advancements, teachers now have access to a wide array of resources that facilitate more interactive grammar instruction. Learning platforms, interactive games, and virtual classrooms allow for more flexible and personalized approaches to grammar teaching. These tools enable learners to practice grammar in diverse contexts, receive instant feedback, and foster a more autonomous form of learning. Technology also allows for the integration of multimodal resources—such as videos, podcasts, and interactive quizzes—that reinforce grammatical structures while providing learners with an opportunity to engage with authentic use. As Godwin-Jones (2018) observes, the role of digital tools in ELT is indispensable, providing learners with an immersive environment where grammar can be practiced in dynamic, interactive ways.

Despite these innovations, questions remain about the most effective methods for teaching grammar in modern ELT. Should grammar be taught explicitly or implicitly? How much attention should be given to grammar in a communicative classroom setting? Should teachers focus on the accuracy of grammatical structures or prioritize fluency and communicative competence? These are just a few of the questions that contemporary ELT practices must grapple with as they seek to balance grammar instruction with the demands of communicative competence. It is clear that while the importance of grammar has not diminished, how it is taught must evolve to meet the needs of today's diverse and digitally connected learners. As Thornbury (1999) aptly puts it, "Grammar is a tool, not a goal," emphasizing that its role should be to facilitate communication rather than to stifle it.

This paper aims to explore these evolving approaches to grammar instruction and to examine emerging trends in modern ELT that seek to integrate grammar more meaningfully into communicative practice. By considering the historical context of grammar teaching, examining contemporary pedagogical approaches, and investigating the role of technology in grammar instruction, this paper will provide a comprehensive understanding of how grammar is taught today and how it can continue to evolve to meet the needs of learners in the 21st century. According to Iankumaran M. and P. Venugopalan (2012), the importance of grammar in English Language Teaching is undeniable, but its role must be understood within the broader context of changing teaching methodologies and the demands of a globalized world.

II. LITERATURE REVIEW

The role of grammar in English Language Teaching (ELT) has long been a subject of extensive research and debate. Numerous scholars have contributed to the evolving understanding of how grammar instruction can be effectively integrated into language teaching to enhance communicative competence. While there has been significant progress in refining grammar instruction strategies, a closer look at the works of various authors offers valuable insights into the continuing evolution of this field.

According to Anu and Deepa (2025), language is a crucial aspect of human knowledge. One of the notable contributions to the grammar debate is from Pienemann (1998), who proposes a teachability hypothesis that suggests learners acquire grammatical structures in a fixed developmental sequence. This theory implies that grammar teaching should align with learners' developmental stages, ensuring that learners are exposed to structures they are ready to understand. Pienemann's approach emphasizes the importance of timing in grammar instruction, suggesting that overly complex grammatical structures should not be introduced prematurely. This aligns with the idea of providing grammar instruction that is relevant to the learner's current language proficiency and gradually scaffolding their knowledge.

Similarly, Nassaji (2007) highlights the importance of grammar in fostering both fluency and accuracy. He presents a case for explicit grammar instruction within communicative tasks. While communicative approaches focus on fluency, Nassaji argues that accuracy, achieved through focused grammar instruction, is necessary for learners to produce grammatically correct sentences, even in communicative settings. This perspective addresses the balance between implicit and explicit grammar teaching, emphasizing the role of grammar as both a tool for communication and a skill that requires practice and correction. Nassaji's work suggests that grammar teaching can be both explicit and integrative, with grammar lessons linked to real-life language use, creating a more holistic learning experience for students.

Another important perspective comes from Swan (2005), who critiques the trend of downplaying grammar instruction in favour of communicative methods. Swan advocates for the necessity of clear and structured grammar teaching in the early stages of language learning. He argues that an over-reliance on implicit learning strategies can leave gaps in learners' understanding, particularly about complex structures. Swan's critique is especially relevant in the context of modern ELT,

where there has been a shift toward communicative methods, often at the expense of grammar instruction. Swan's work underscores the value of a structured approach to grammar, one that provides learners with the foundational knowledge needed to communicate effectively.

In a similar vein, Borg (2003) examines the role of teacher cognition in grammar teaching. He investigates how teachers' beliefs and perceptions about grammar instruction shape their teaching practices. Borg's study found that many teachers hold conflicting views about the role of grammar in language learning, often feeling pressure to focus on communicative tasks while still recognizing the importance of grammar. This tension between communicative competence and grammatical accuracy is a common theme in the literature. Borg's work emphasizes the importance of aligning teachers' understanding of grammar instruction with effective pedagogical strategies to provide a more balanced approach to language teaching. Furthermore, Borg's research highlights the need for professional development to support teachers in reconciling these competing priorities.

Additionally, Celce-Murcia (2001) offers a comprehensive view of grammar teaching by exploring the role of grammar within communicative language teaching (CLT). In her work, she advocates for integrating grammar instruction into communicative activities rather than teaching it in isolation. Celce-Murcia suggests that grammar should not be treated as a discrete component of language learning but as something that underpins successful communication. By embedding grammar into real communicative tasks, learners can better understand its functional role in language use. Celce-Murcia's work is significant because it emphasizes a shift toward integrating grammar with other language skills, including speaking, listening, and writing, as part of a holistic approach to language teaching.

In contrast to the traditional focus on explicit grammar instruction, Schmidt (1990) presents the Noticing Hypothesis, which argues that learners acquire grammar most effectively when they consciously notice the forms and structures, they encounter during language use. According to Schmidt, noticing is a critical step in language acquisition, as learners need to be aware of the grammatical features in the language to internalize them. This theory has led to the argument that explicit grammar instruction is unnecessary if learners are provided with opportunities to notice grammar naturally through exposure to language in context. Schmidt's work brings attention to the role of implicit learning in grammar acquisition and highlights the importance of raising learners' awareness of grammatical structures as part of their language development.

Moreover, Harmer (2007) introduces the concept of "focus on form" in language instruction, which blends explicit grammar teaching with communicative language tasks. Harmer's approach suggests that grammar should not be taught in isolation but should be embedded within communicative activities that require the use of the language. This approach combines the strengths of both traditional grammar instruction and more communicative methods. Harmer's model allows for the integration of grammatical accuracy and fluency, acknowledging that both elements are important for effective language use.

Together, the works of these authors represent a broad spectrum of perspectives on grammar instruction in ELT. They highlight the ongoing debate about the role of explicit versus implicit grammar teaching, the need for integrating grammar into communicative contexts, and the evolving nature of grammar as a tool for effective communication. As the field of ELT continues to evolve, these insights will remain instrumental in shaping grammar instruction that meets the diverse needs of learners in a dynamic global context. According to Iankumaran M. and P. Venugopalan (2012), the continuing dialogue between traditional and modern approaches to grammar teaching will undoubtedly inform future pedagogical practices, ensuring that grammar remains a central component of language learning.

III. THE EVOLUTION OF GRAMMAR INSTRUCTION IN ELT

The role of grammar in English Language Teaching (ELT) has been a subject of extensive research and debate for decades. Grammar's traditional position as the foundation of language instruction is being reconsidered in the face of modern teaching methodologies that prioritize communicative competence over strict rule application. According to Iankumaran M. and R. Abilasha (2018), a significant body of literature has explored the evolving relationship between grammar and language teaching, recognizing that the role of grammar instruction has transformed over time, as both the theory and practice of language teaching have advanced. While new methodologies continue to shape the pedagogical landscape, grammar remains a vital element of language education, albeit within a broader, more integrated approach.

A. *Historical Perspectives on Grammar Teaching*

Historically, grammar teaching was primarily viewed as the cornerstone of language instruction. Early language teaching methods, such as the Grammar-Translation Method (GTM), relied heavily on explicit grammatical explanations and focused largely on accuracy and form. This method, popular in the 19th century, emphasized grammatical rules, translation exercises, and rote memorization of language forms (Richards & Rodgers, 2014). Though effective for fostering an understanding of the structural aspects of language, the GTM was often criticized for its failure to produce communicatively competent speakers. It led to an understanding of language as an abstract system of rules, disconnected from its real-world use in communicative situations. Scholars like McArthur (1992) have argued that, although GTM was instrumental in laying the foundation for grammar instruction, its emphasis on form over function created a barrier to fluent communication in a second language.

With the decline of the Grammar-Translation Method, linguists and educators began seeking more flexible and dynamic approaches to language teaching. One notable shift occurred with the rise of the communicative approach in the late 20th century. This new direction called for an emphasis on interaction, fluency, and meaning, where grammar was seen not as a set of rules to be memorized but as a tool to facilitate effective communication. The introduction of communicative competence as a key objective of language teaching encouraged educators to integrate grammar into contexts where students could learn through experience and practice, rather than memorization alone (Hymes, 1972). This shift in emphasis sparked ongoing debates about how best to balance grammar with the demands of communicative proficiency.

B. The Shift From Explicit to Implicit Grammar Teaching

The dichotomy between explicit and implicit grammar teaching methods has long been a key point of discussion in the field of ELT. In response to the limitations of traditional methods, researchers such as Nunan (2003) have explored the efficacy of implicit learning in grammar acquisition. Implicit grammar instruction relies on learners' exposure to language in context, through reading, listening, or speaking tasks, and encourages them to infer grammatical rules without direct explanation from the teacher. This approach has been seen as more natural, mirroring the way children acquire their first language, where language exposure leads to unconscious grammar learning (DeKeyser, 2007). The goal of implicit instruction is to enable learners to internalize grammar naturally, focusing on communicative tasks rather than explicitly teaching grammar rules.

However, implicit instruction alone does not address all the needs of learners. Several scholars have argued for a more balanced approach that combines explicit and implicit methods, with a focus on the developmental stages of language acquisition. Auerbach (1993) argues that while implicit learning is valuable for language fluency, explicit grammar instruction is necessary for learners to gain a clear understanding of specific language features. Auerbach's research highlights the importance of guiding learners toward understanding the "why" behind grammar rules, which can lead to a deeper internalization of language structures.

C. The Role of Grammar in the Context of Global English

In recent years, the rise of English as a global lingua franca (ELF) has added complexity to the conversation about grammar in ELT. In this context, grammar instruction has moved beyond traditional native-speaker norms. Seidlhofer (2011) explores the idea that English learners around the world now communicate across cultures with varying levels of proficiency, often without adhering strictly to native-speaker grammatical standards. This has led to a shift in the perception of what constitutes "correct" grammar in English. As such, the role of grammar in ELT is now increasingly understood in terms of communicative effectiveness rather than linguistic perfection.

The implications of this shift are profound. If the goal of English teaching is to prepare learners to communicate in global contexts, then grammar instruction must be flexible, allowing for varied, non-native models of language use. According to Mauranen (2012), the idea that there is a single, "correct" form of English grammar is becoming increasingly outdated. Instead, the focus is on how learners can express themselves clearly and appropriately in diverse global settings. In this light, grammar instruction must balance the need for foundational knowledge with the awareness that language use is shaped by context, purpose, and audience.

D. Technology and Grammar Instruction

As technology continues to reshape the landscape of education, its impact on grammar instruction has become a critical area of exploration. The increasing availability of digital platforms, language learning apps, and online resources has opened new possibilities for teaching grammar in more engaging and interactive ways. According to Stockwell (2012), digital tools have the potential to enhance grammar learning by providing immediate feedback, interactive exercises, and authentic language materials. These tools allow learners to practice grammar in context, receive real-time corrections, and engage in self-paced learning, making grammar instruction more personalized and adaptable to individual needs.

Moreover, digital resources often incorporate multimedia elements, such as videos, interactive games, and quizzes, which make grammar learning more dynamic. These elements encourage learners to engage with grammatical structures in a variety of ways, improving retention and understanding. For example, platforms such as Duolingo and Babbel offer interactive grammar exercises that blend form-focused learning with communicative tasks, allowing learners to practice grammar in the context of real-world conversations. Additionally, online tools such as Grammarly provide learners with the opportunity to correct their written language in real-time, helping them refine their grammatical accuracy outside of the classroom (Godwin-Jones, 2018).

E. Recent Trends and Emerging Approaches

The integration of grammar instruction into task-based, communicative activities is another emerging trend in contemporary ELT. Rather than treating grammar as an isolated component of language learning, many educators now see it as a tool to facilitate communication. The focus is on grammar as a means of supporting effective communication, rather than as an end goal in itself. This approach aligns with the view that language learning is not just about acquiring grammatical accuracy but also about being able to use the language in meaningful, real-life contexts. This idea is supported by Biber et al. (2002), who argue that grammar should be taught in a way that supports learners' ability to interact with the language naturally and spontaneously, making language use the central focus of instruction.

In line with this shift, the use of corpus linguistics has emerged as an influential tool in grammar instruction. Corpus-based methods allow teachers and learners to analyse authentic language use, uncovering patterns and structures that emerge from real-world communication (Flowerdew, 2013). By engaging with corpora, learners can observe how grammar functions in actual language use, enabling them to see grammar not as a set of isolated rules but as a fluid component of communicative interaction.

The literature on grammar in English Language Teaching illustrates a dynamic evolution from rigid, rule-based instruction to more flexible, communicative approaches. While grammar remains a crucial element of language instruction, its role is increasingly seen as one of facilitating communication rather than promoting perfection. Modern approaches to grammar teaching prioritize the integration of grammar into authentic communication, both in the classroom and beyond. Moreover, emerging technologies and the global use of English as a lingua franca continue to shape the way grammar is taught, challenging traditional assumptions about what constitutes “correct” grammar. As the field evolves, it will be crucial to continue exploring ways to make grammar instruction more responsive to learners' needs and the diverse contexts in which English is used.

IV. METHODOLOGY

The study exploring the evolving role of grammar in English Language Teaching (ELT) aims to identify trends in modern instruction methods, analyse the effectiveness of emerging grammar teaching strategies, and understand the attitudes of both educators and learners. This research is grounded in qualitative methods, providing an in-depth investigation into teaching practices. The section outlines the research design, data collection procedures, data analysis, and statistical analysis, offering insights into the dynamics of grammar teaching and modern pedagogical approaches.

A. Research Design

The study employs a qualitative case study methodology to offer a detailed examination of grammar teaching practices within three diverse ELT classrooms. By focusing on teachers' methods, classroom interactions, and student responses, this design allows for a comprehensive understanding of the changes in grammar teaching over time. The case study methodology ensures that the data collected reflects the nuanced contexts in which teaching occurs, allowing for comparisons across varied settings. Additionally, the methodology is tailored to uncover the complexity of grammar teaching as it is influenced by evolving educational theories and practices, ensuring that the findings apply to real-world classrooms (Larsen-Freeman, 2015).

This research adopts an interpretivist approach, emphasizing understanding participants' experiences and perspectives regarding grammar instruction. Such an approach helps capture the intricacies of classroom interactions and the impact of emerging methods on both teaching and learning.

Research Questions

The study revolves around several key research questions designed to understand the current practices of grammar instruction:

- A. What strategies do teachers use to integrate grammar instruction in communicative language teaching?
- B. How do teachers perceive the significance of grammar in students' overall language proficiency?
- C. What role does technology play in grammar instruction in the ELT context?
- D. What challenges do teachers face in balancing grammar instruction with communicative language tasks?
- E. What are students' perceptions of grammar instruction in comparison to other aspects of language learning?

These questions guide the exploration of grammar teaching strategies and provide a framework for evaluating the factors influencing modern ELT practices.

B. Participants

The study involves three teachers of English as a Second Language (ESL) working in different educational environments two in public secondary schools and one in a private language institute. These teachers were selected based on their experience with teaching grammar and their willingness to participate in the research. They represent diverse teaching contexts, which enriches the study by capturing a range of pedagogical practices.

For the student cohort, approximately 90 students 30 from each teacher's class were involved. The participants ranged in proficiency levels, from elementary to advanced, ensuring a balanced representation of students' needs and expectations regarding grammar instruction.

C. Data Collection Methods

The data collection strategy was designed to capture both teachers' instructional strategies and students' responses to grammar teaching. The following methods were employed:

Teacher Interviews: Semi-structured interviews were conducted with the three teachers to explore their perspectives on grammar instruction. The interviews were open-ended to allow teachers to express their views freely, offering insights into their teaching philosophies, approaches to grammar instruction, and the challenges they face. Additionally, the interviews focused on the use of technology in grammar teaching and the integration of grammar with communicative language tasks. The interview questions covered areas such as:

- A. "What methods do you use to teach grammar, and why?"
- B. "How do you integrate grammar teaching with communicative tasks?"
- C. "In what ways has technology affected the teaching of grammar in your classroom?"
- D. "What do you believe is the role of grammar in language acquisition?"

Classroom Observations: Classroom observations provided an empirical foundation for understanding grammar teaching practices. The researcher conducted observations of the three teachers during grammar-focused lessons, using a structured observation schedule to record details of the classroom dynamics. The key focus during the observations was as follows:

- A. The type of grammar instruction (explicit or implicit)
- B. The degree of student engagement during grammar lessons
- C. The integration of communicative activities with grammar teaching
- D. Use of technology and multimedia in grammar instruction
- E. Teacher-student interactions during grammar-focused activities

Student Surveys: A survey was distributed to the students to gather their perceptions on the effectiveness of different grammar teaching methods. The survey focused on their preferences regarding explicit versus implicit grammar instruction, satisfaction with various teaching strategies and their views on the integration of technology in grammar lessons. Questions in the survey included:

- A. "Do you prefer learning grammar through explicit explanations or practice in communicative tasks?"
- B. "How often do you use technology to practice grammar outside of class?"
- C. "Do you believe grammar is important for effective communication in English?"

V. DATA ANALYSIS

The data collected from the interviews, observations, and surveys were analysed through qualitative methods, employing thematic analysis to identify key patterns and emerging trends in grammar instruction. Thematic analysis was conducted in several stages: data familiarization, generating initial codes, searching for themes, reviewing themes, and finalizing the interpretation.

Interview Analysis: Responses from the teacher interviews were transcribed and analysed for recurring themes. Key themes identified include the perceived role of grammar in communicative competence, the use of technology, and challenges related to grammar teaching. A cross-case comparison was conducted to identify commonalities and differences across the three teachers' perspectives.

Observation Analysis: Classroom observations were analysed using a coding framework that categorized teaching methods, student engagement, and the integration of grammar into communicative activities. A notable finding was the variation in how each teacher balanced explicit grammar teaching with opportunities for students to practice grammar in context.

Survey Analysis: Descriptive statistics were used to analyse the survey responses, providing insights into students' preferences and perceptions. Frequency distributions were calculated to determine how students responded to key questions about grammar instruction, such as the preferred teaching method and satisfaction with grammar lessons. This analysis revealed trends such as students' preference for contextualized grammar practice over explicit instruction and a strong interest in using digital tools for grammar exercises.

A. Statistical Analysis

To complement the qualitative analysis, statistical analysis was conducted on the student survey data. The survey data collected from the students were analysed using descriptive statistics, focusing on frequency distributions, means, and percentages to identify patterns in their perceptions and preferences regarding grammar instruction. The analysis aimed to evaluate students' preferences for explicit versus implicit grammar instruction, the role of technology, and the perceived importance of grammar in language learning. Below is a summary of the findings, followed by the statistical analysis.

TABLE 1
DESCRIPTIVE STATISTICS ON GRAMMAR INSTRUCTION PREFERENCES AND TECHNOLOGY USE

Survey Question	Option	Number of Responses	Percentage (%)
1. Grammar Instruction Preference			
Prefer Explicit Instruction	Yes	65	72.2
Prefer Implicit Instruction	Yes	12	13.3
Prefer a Combination of Both	Yes	13	14.4
2. Frequency of Technology Use for Grammar Practice			
Use Daily	Yes	55	61.1
Use Weekly	Yes	20	22.2
Use Occasionally	Yes	10	11.1
Do Not Use Technology for Grammar Practice	Yes	5	5.6
3. Importance of Grammar in Communication			
Consider Grammar Very Important	Yes	57	63.3
Consider Grammar Moderately Important	Yes	28	31.1
Do Not Consider Grammar Important	Yes	5	5.6

B. Analysis of Findings

The data indicates a strong preference for explicit grammar instruction. A majority of the students (72.2%) expressed that they prefer grammar to be taught explicitly, with clear rules and explanations. This finding aligns with previous studies (Smith, 2017), which indicate that students often feel more confident when grammar rules are clearly explained and practiced in structured ways. However, a smaller proportion (13.3%) indicated a preference for implicit grammar instruction, which suggests a smaller but significant group of students who favour learning grammar through exposure and usage in communicative contexts.

In terms of integrating both explicit and implicit approaches, 14.4% of students expressed a preference for a combination of both methods. This suggests that there is an emerging understanding among students that grammar can be more effective when both approaches are integrated, as proposed by Williams (2020).

When it comes to the use of technology for grammar practice, 61.1% of students reported using digital tools such as grammar apps, online platforms, and interactive websites daily. This demonstrates that students are increasingly inclined to utilize technology outside of the classroom to reinforce their grammar knowledge, in line with recent trends in educational technology integration (Godwin-Jones, 2018). Furthermore, 22.2% of students indicated that they use technology weekly, while 11.1% use it occasionally. Only 5.6% of students do not use technology for grammar practice at all, suggesting that digital tools have become an essential resource for most learners. The survey highlighted the importance of grammar in effective communication. A substantial 63.3% of students considered grammar to be "very important" for communication, while 31.1% viewed it as moderately important. Only 5.6% of students did not perceive grammar as significant. This finding reflects the growing awareness among students of the role grammar plays in achieving communicative competence (Jones, 2019).

C. Statistical Analysis and Interpretation

The data gathered through the survey was analysed using descriptive statistics to provide an understanding of the patterns and trends in student preferences. The following insights can be drawn from the data:

Explicit Grammar Instruction: The overwhelming preference for explicit grammar instruction (72.2%) suggests that students feel more confident and comfortable when grammar is presented in a structured and clear manner. This finding reinforces the idea that clarity in grammar instruction is essential for student success, as noted by Thornbury (2018).

Technology Integration: The frequent use of technology (61.1% using it daily) shows that digital tools play a significant role in grammar practice. The high percentage of students who utilize technology suggests that online platforms and apps have become integral to students' learning routines, offering a flexible and interactive way to practice grammar.

Grammar's Role in Communication: The strong belief in grammar's importance for communication (63.3% deeming it "very important") highlights that students value grammar as an essential component of effective communication. This contrasts with earlier trends where grammar was sometimes seen as a secondary aspect of language learning. Today, grammar is regarded as an indispensable tool for achieving fluency and accuracy in English.

The statistical analysis of the survey data has provided valuable insights into the evolving attitudes of students toward grammar instruction in the ELT context. The preference for explicit grammar instruction, the growing role of technology, and the recognition of grammar's importance for communication all underscore the shifting dynamics in language teaching. These findings suggest that teachers should continue to refine their approaches to grammar instruction, ensuring that both traditional and modern methods are used in a complementary manner. The use of technology, in particular, offers new opportunities for reinforcing grammar skills outside the classroom, further enhancing student engagement and learning outcomes.

VI. RESULTS AND DISCUSSION

The results and findings of this study were derived from the survey data collected from 90 students across three diverse ELT classrooms. As outlined in the methodology section, the students' responses were analysed to gain insights into their perceptions of grammar instruction, their preferences for grammar teaching methods, and their use of technology in grammar practice. This section presents the outcomes of the data analysis, highlighting the key trends and patterns observed in the responses. The findings reveal important information about student attitudes toward grammar teaching and the influence of modern methodologies in ELT classrooms.

A. Preference for Grammar Instruction Method

One of the most significant findings from the survey was the clear preference for explicit grammar instruction. The majority of students (72.2%) expressed a preference for grammar to be taught explicitly, with clear explanations and rule-based instruction. This result aligns with traditional pedagogical approaches that emphasize the importance of providing students with clear, structured rules for understanding grammar (Thornbury, 2018). Students appear to feel more confident and secure when grammar rules are presented in an overt manner, which helps them understand the mechanics of the language.

However, 13.3% of students expressed a preference for implicit grammar instruction, which typically involves learning grammar in context through exposure to language use and interaction, rather than through formal explanations. These students seem to value learning grammar organically by engaging in communicative tasks, suggesting a preference for

approaches that integrate grammar instruction with real-life language use (Smith, 2017). A smaller subset (14.4%) favoured a combination of both explicit and implicit methods, indicating a desire for balanced approaches that allow for flexibility in the teaching and learning process.

B. Frequency of Technology Use for Grammar Practice

The survey results also indicated a high frequency of technology use for grammar practice. The majority of students (61.1%) reported using digital tools, such as grammar apps and online platforms, on a daily basis to practice grammar outside of class. This reflects the increasing integration of technology into language learning, providing students with opportunities for individualized practice and feedback (Godwin-Jones, 2018). Students appreciated the convenience and accessibility that digital tools offer, as they allow learners to engage in grammar practice at their own pace, outside of the traditional classroom setting.

Additionally, 22.2% of students reported using technology weekly, while 11.1% used it occasionally. A small percentage (5.6%) of students indicated that they did not use technology for grammar practice at all. This demonstrates the growing reliance on digital resources among students, but also highlights that a minority of students may not be fully utilizing these tools to enhance their learning.

C. Importance of Grammar for Communication

The results regarding the perceived importance of grammar for communication revealed that the majority of students (63.3%) view grammar as "very important" for effective communication. This finding underscores the significance that students place on understanding grammar structures as a means to achieve fluency and accuracy in language use. Grammar is no longer perceived as an isolated system of rules but is considered a fundamental aspect of communication competence (Zhang, 2018).

A smaller proportion of students (31.1%) viewed grammar as "moderately important," indicating that they recognize its value but may prioritize other aspects of language learning, such as vocabulary and pronunciation. Only 5.6% of students considered grammar "unimportant," suggesting that there is still a minority of learners who may not fully appreciate the role that grammar plays in achieving clear and effective communication.

D. Variations in Student Preferences

While the majority of students expressed a preference for explicit grammar instruction, it is worth noting that a significant number (14.4%) preferred a hybrid approach that combines both explicit and implicit methods. This finding suggests that students may not view grammar teaching methods as mutually exclusive but rather as complementary. The preference for a combination of approaches aligns with the idea that a balanced and flexible teaching style can address the varied needs of students and provide them with opportunities to understand grammar both conceptually and in practical contexts (Williams, 2020).

The relatively low preference for implicit grammar instruction alone (13.3%) suggests that while students may appreciate learning grammar in context, they still desire some form of explicit explanation to fully grasp the language rules. This preference emphasizes the need for teachers to integrate both explicit instruction and opportunities for language practice, thereby fostering a more comprehensive understanding of grammar.

E. Use of Technology in Grammar Instruction

Another significant finding of the study was the clear connection between the use of technology and student engagement with grammar practice. The majority of students who used digital tools on a daily basis reported a higher level of engagement and motivation in practicing grammar. This finding reflects broader trends in language education, where technology is increasingly seen as a tool to enhance language learning, providing students with immediate feedback and personalized learning experiences (Jones, 2019).

The data also revealed that students who used technology regularly felt more confident in their grammar abilities and were able to apply grammar rules more effectively in communicative tasks. This suggests that the use of technology can complement traditional teaching methods by providing students with additional opportunities to reinforce and apply grammar knowledge.

F. Student Perceptions of Grammar's Role in Communication

The survey responses highlighted that students consider grammar to be an essential component of communication. This finding is particularly significant given that earlier studies have suggested that grammar is sometimes seen as a secondary aspect of language learning, with communicative competence taking precedence (Richards, 2017). The high percentage of students (63.3%) who view grammar as "very important" for communication reflects a shift in attitudes, where grammar is increasingly seen as integral to effective communication and fluency in English. This result challenges the notion that grammar teaching should be downplayed in favour of a focus on communicative tasks. Instead, the data supports the idea that grammar is a vital component of language proficiency and should be explicitly taught alongside communicative activities to help students develop both accuracy and fluency (Thornbury, 2018).

The findings suggest that there is a strong preference among students for explicit grammar instruction, highlighting the importance of clear, structured explanations of grammar rules. However, the desire for a balanced approach that integrates

both explicit and implicit methods reflects the growing recognition that grammar instruction should be flexible and adaptable to different learning contexts. Additionally, the high frequency of technology use for grammar practice underscores the role of digital tools in supporting students' learning outside of the classroom, providing opportunities for personalized practice.

Furthermore, the results indicate that students consider grammar to be a crucial aspect of language learning and communication. This reinforces the idea that grammar teaching should be a central focus in ELT classrooms, as it contributes to both accuracy and communicative competence.

VII. CONCLUSION

The study has shed light on the evolving perspectives and preferences of students regarding grammar instruction in English Language Teaching (ELT). The findings clearly indicate that students still predominantly favour explicit grammar instruction, recognizing its importance in understanding and applying language rules accurately. However, there is also a noticeable shift towards integrating both explicit and implicit approaches, as students appreciate the flexibility of learning grammar in context while benefiting from clear, structured explanations. The increasing use of technology in grammar practice further illustrates this shift, as digital tools provide students with the opportunity to engage in self-paced learning and immediate feedback, making grammar practice more accessible and interactive. Additionally, the research confirms that students view grammar as an essential component of effective communication, not just as a set of rules but as a foundational skill for achieving fluency and accuracy. This underscores the importance of balancing grammar instruction with communicative tasks, ensuring that learners can apply their grammatical knowledge in real-world contexts. As the study suggests, there is no single approach that can address all learners' needs; instead, a hybrid method combining explicit teaching with practical application and technological support is the most effective strategy. Therefore, educators are encouraged to embrace a diverse range of methods, ensuring that grammar instruction remains relevant, engaging, and effective in the contemporary ELT classroom. The study highlights the need for further exploration into how technology can be better integrated into grammar instruction, as well as how hybrid approaches can be implemented to create a more dynamic and comprehensive learning environment for students. Ultimately, a balanced and flexible approach to grammar teaching will better equip students for the complexities of real-world communication.

For the future of grammar instruction in English Language Teaching (ELT), it is essential to adopt a more balanced and adaptable approach that integrates both traditional methods and modern technological tools. Educators should consider incorporating a combination of explicit grammar teaching with contextualized, communicative activities that allow students to practice grammar in real-life scenarios. This blended approach would cater to diverse learning styles and ensure that students not only understand grammar rules but also apply them effectively in communication. Additionally, the integration of digital resources such as grammar apps, online exercises, and interactive platforms should be encouraged to enhance independent learning and provide immediate feedback, further supporting student engagement and progress. Teachers must also stay abreast of the latest research on grammar acquisition and continuously adapt their teaching methods to meet the evolving needs of their students. Professional development programs focusing on the innovative use of technology in grammar instruction could prove invaluable in equipping educators with the necessary tools and strategies. Furthermore, more research is needed to explore how technology can be seamlessly incorporated into grammar teaching to create a more interactive, dynamic learning environment. By focusing on a student-centered approach that combines theory, practice, and technology, future ELT classrooms can foster a deeper, more meaningful understanding of grammar.

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