

TEACHERS' PERCEPTIONS, STRATEGIES, AND CHALLENGES IN GRAMMAR TEACHING: AN EFL CONTEXT

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Abstract: This study examines EFL teachers' perceptions of grammar teaching, their preferred instructional strategies, and the challenges they face in classroom practice. The findings reveal that teachers' perceptions are shaped by their conceptual knowledge and practical experiences. A mix of explicit and implicit grammar teaching strategies is commonly employed, with contextualized exercises and peer correction being the most frequent. However, challenges such as accommodating diverse learning styles and limited teaching resources persist, underscoring the need for improved teacher training and access to resources.

Keywords: Grammar teaching, EFL teachers, explicit instruction, implicit instruction, teaching strategies, student learning styles, teacher perceptions, resource constraints

Introduction

Grammar plays a crucial role in mastering a language, yet its teaching in EFL contexts often sparks debate. While explicit and implicit methods have their advantages, the decision to use one over the other frequently depends on teachers'

perceptions and classroom dynamics (Scott, 1990; Celce-Murcia, 2015). Moreover, teachers often encounter obstacles, such as catering to diverse learning needs and navigating resource constraints (Rahman & Ahmed, 2017). This study aims to explore EFL teachers' perceptions of grammar instruction, the strategies they employ, and the challenges they face.

Literature Review

Grammar

Teaching

Approaches

Grammar teaching approaches often fall under two categories: explicit and implicit. Explicit teaching involves direct explanation of grammar rules, while implicit teaching integrates grammar within communicative tasks (Scott, 1990; Celce-Murcia, 2015). Research suggests that a combination of these methods can yield effective outcomes, as students benefit from both structured guidance and contextualized learning (Hashemi & Daneshfar, 2018).

Effective

Teaching

Strategies

Krista and Liiver (2015) highlight the importance of addressing students' common grammar errors through targeted strategies, such as peer correction and contextualized grammar exercises. Additionally, Chen (2016) emphasizes the significance of tailoring strategies to specific learning contexts, particularly in teaching English for Specific Purposes (ESP).

Challenges

in

Grammar

Teaching

Teaching grammar is fraught with challenges, including accommodating diverse student learning styles and limited access to appropriate teaching materials. Souisa and Yanuarius (2020) point out that many EFL teachers struggle to balance theoretical knowledge with practical classroom implementation. These challenges underscore the need for robust teacher training and access to resources.

Methodology

An explanatory mixed-methods approach was employed. Quantitative data were collected through a survey administered to 63 EFL teachers, while qualitative data were gathered via semi-structured interviews with five selected participants. The data were analyzed to identify common perceptions, frequently used strategies, and recurring challenges.

Teachers'

Perceptions

Teachers' perceptions of grammar teaching were grounded in their experiences and conceptual understanding. Most teachers emphasized the importance of balancing theoretical grammar knowledge with practical application, consistent with Celce-Murcia's (2015) findings.

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