

How to Teach English Grammar Effectively from the Point of View of Students: Case Study in Georgia

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Abstract

The acquisition of English grammar remains a persistent and multifaceted challenge for both language learners and teachers. Traditional pedagogical approaches have predominantly emphasized the rote memorization of grammatical rules, a practice that often leads to learner disengagement and restricts the effective transfer of grammatical knowledge to authentic communicative contexts. Consequently, educators frequently encounter difficulties in sustaining learner's motivation and fostering a meaningful interest in grammar instruction, which underscores the need for more innovative and pedagogically sound instructional strategies. This study investigates how students were taught English grammar at schools, how they prefer to be taught it at university, the activities they favor, the classroom environments they consider most conducive to grammar learning. Data was collected through anonymous questionnaires and face-to-face interviews. Analysis of quantitative and qualitative responses indicates that shifting instruction from explicit rule memorization to communicative, learner-centered methods was associated with greater engagement, increased motivation, and improved transfer of grammatical knowledge to authentic contexts.

Keywords: Authentic Contexts, Communicative Context, English Grammar, Learner-Centered Method

1. Introduction

The importance of learning and teaching English is critical in the current educational landscape, largely due to its function as a global lingua franca. Proficiency in English is regarded as essential for individuals in an educated society. As a result, educational policy within Georgia prioritizes English language instruction, assigning it the status of the first foreign language in the curriculum, with formal instruction beginning in the first grade. This emphasis underscores the recognition of English as a vital skill for effective communication in a globalized world.

The instruction of foreign languages presents various challenges that require systematic examination within the educational landscape. The global academic community has produced extensive research focused on identifying difficulties in foreign language acquisition and proposing potential solutions. Given the complex and evolving nature of language learning, which is influenced by factors such as time, location, and institutional context, ongoing



investigation into specific needs is essential. Each educational environment presents unique demands, highlighting the importance of continuous analysis and exploration of innovative pedagogical approaches in the field of foreign language education (Kurashvili, 2023).

1.1. Literature Review

In modern didactics, special importance is given to intercultural communication, which transforms the teaching process into a platform for dialogue and mutual understanding between different cultures. Accordingly, effective and complete mastery of a language is possible only when its study is carried out step by step together with the cultural context that the language represents (Shaverdanashvili, 2013). The same opinion is also stated in the Georgian National Curriculum that successful communication depends not only on speech skills, but also on the ability to understand and respect different cultural contexts. The state's vision and developed strategy for teaching and learning English in Georgia fully meet modern requirements. The national curriculum defines the English language Standard (National Curriculum, 2011-2016).

In the 1970s and 1980s, a communication-focused approach called communicative didactics was developed. Unlike traditional teacher-centered methods, where the teacher dominated and students were passive learners, communicative didactics emphasizes active engagement.

Previously, grammar was the primary focus in most teaching methods, but in communicative didactics, it was supplanted by socio-cultural knowledge and both verbal and non-verbal communication skills. Authentic materials replaced grammar-focused texts, and traditional reading of classic literature was substituted with media-based learning. Additionally, language instruction shifted from writing skills to using language as a tool for communication in everyday, real-life contexts.

The foundations of communicative didactics were further built upon by intercultural didactics, which exposed language learners to various languages and cultures. This progression continued with neo-communicative didactics, which aims to prioritize the learner and present the language as a means of communication alongside the culture of the respective countries. According to neo-communicative didactics, lessons are centered around students, focusing on practical language use, interdisciplinary teaching, and a comprehensive understanding of the language. Consequently, the teacher's role has evolved from a traditional leader to that of a facilitator and guide. Lessons now incorporate diverse teaching methods and utilize various media tools (Shaverdashvili, 2013).

Nowadays, in the world, there are different kind of strategies or teaching methods teachers use at schools or at universities to teach English grammar though, there cannot be distinguished one simple model which is the best or the most effective way of teaching English language. As Orlovska (2025) who studied four widely implemented approaches of grammar teaching in the USA, particularly, Communicative Grammar Teaching (CGT), Task-Based Language

Teaching (TBLT), inductive and deductive approaches to grammar instruction, and Technology-Enhanced Grammar Teaching, stated that the effectiveness of teaching English grammar "largely depends on the principled combination of methodological approaches rather than the exclusive use of any single model" (Orlovskaya, 2025, p.89).

As Turotova (2024) states in the article, there should be taken into account two main factors in teaching English grammar effectively: different learning strategies and needs of students. There are several useful tools for teaching grammar effectively: 1) Grammar Apps, such as Grammarly, Duolingo and English Grammar in use and so on; 2) Online Grammar games, like: Kahoot, Quizlet and Grammar Bytes; 3) Grammar videos on Youtube; 4) Grammar blogs and websites; 5) Online Quizzes and Assessments; 6) Interactive Whiteboards and so on (Turotova 2024, p.2). In addition, during the last few years, AI offers students various tools to learn language independently; and as for teachers, it offers opportunities to create free lesson plans, interactive and fun activities. AI Grammar Assistant, AI English Speaking Club or Chat GPT AI Assistant is becoming integral part of teaching and learning English language as well as other languages.

As Stevens (2025) stated, after his study where were involved 3,676 students across secondary and tertiary institutions in Sierra Leone (West Africa), despite lack of infrastructure, low levels of digital literacy, apprehension about teachers being replaced by technology:

"The efficiency of AI-based technologies in teaching English grammar improves learners' engagement, allows for more individualized training, and improves grammatical proficiency. Learner motivation, teaching effectiveness, and grammar performance all significantly improve with AI-supported instruction, pointing to a useful supplementary role for AI in language learning. (Stevens, 2025, p. 878).

In 2023, there was conducted a study in Tbilisi through primary school teachers of English language, based on which was created a strategy for teaching grammar at the elementary level (Kurashvili, 2023). The main objectives of the research were to study the perceptions and attitudes of teachers, students, and parents; to identify difficulties related to the teaching and learning of grammar; to refine the teaching and learning methodology and diversify relevant learning resources.

After the study there was created a model of the lesson of English grammar. Here are the steps of teaching English grammar: 1) The teacher presents sentences to the students using a board, computer, projector, and cards, for example: I like an apple– He likes an apple and asks the students to observe the sentences and find similarities and differences. He marks the differences with a colored pencil or marker; 2) Then the teacher presents a grammatical rule, a corresponding scheme, and begins to explain the grammatical rule in the form of a presentation; 3) Then the teacher asks the students to draw parallels with their native or communication language; 4) In order to consolidate the information received, the teacher gives homework. The

work can continue for several lessons; 5) At the next stage, the teacher distributes tests to students, on which they work independently in class. An intermediate diagnosis is made; 6) After checking the tests, the teacher writes down the errors made by the students. He transfers these errors to separate cards and creates a resource for group work; 7) In the next lesson, the teacher divides the class into groups. The teacher adheres to the requirements of the group work technique. He distributes the group work cards and asks the students to correct the errors and present the correct version to the class with arguments; 8) The teacher recognizes the success achieved by the students during group work and allows several of them to take on the role of a teacher in the next lesson; 9) Finally, the teacher summarizes the issue with the students and, using colored paper, creates an illustration or diagram that can be displayed in the classroom or kept as a resource in the classroom (Kurashvili, 2023).

The above strategy responds to the requirements defined by the National Curriculum. The educational process is based on constructivist principles; students are actively involved in the learning process. The teacher acts as a facilitator in this process and the process is led by the students. The presented strategy includes both inductive and deductive approaches. Initially, the teacher applies the inductive method, when based on specific examples, students discover a specific regularity and draw a conclusion by expressing assumptions. Then the teacher applies the deductive method, when he offers a specific grammatical rule and the regularity/rule is understood and applied in specific examples during the lesson. Given the specifics of the school, the developed strategy pays particular attention to the necessity of drawing interlingual parallels.

There are several important principles of modern foreign language teaching on which this above-mentioned lesson was based:

- Language as a means of communication in everyday, everyday situations;
- Grammar as a means to achieve a goal, not a goal;
- Native language as a means to understanding and mastering the material;
- Student-centered teaching (taking into account the culture, mentality, interests of the target group);
- The importance of authentic texts;
- Types of tasks that serve to develop students' free thinking and creativity;
- Interactive tasks, where all students are equally active and which are oriented not on linguistic form, but on content;
- Promoting autonomous learning, according to which the language learner masters the main strategies and techniques that will help him work independently, etc. (Shaverdanashvili, 2013).

1.2. Research Aims and Objectives

1.2.1. Problem Statement

It is obvious that Grammar teaching should serve communicative purposes, for which a well-thought-out knowledge of grammatical regularities is necessary. Grammar teaching should include a contextual approach, in which students acquire grammatical constructions along with memorizing linguistic patterns (Kurashvili, 2023).

According to the researcher's 15 years teaching experience at university, course of English Grammar is less attractive for students than other courses and this stereotype that "English grammar is the most difficult" makes for teachers challenging task to motivate and fully involve students in everyday lectures. It should be noted that two courses related to English grammar – "English Grammar Course" taught in the first semester and then - "Communicative Grammar", taught in the second semester are compulsory courses for the first-year students of the English language and literature specialty students at the researcher's university. As the result, there is a critical need for the researcher and her colleagues to explore to analyze this drawback of Grammar teaching methods and see the solution how to improve this attitude towards English grammar, moreover Georgian language's grammar is not essay and has many differences with English grammar.

1.2.2. Research Objectives

- i. To analyze the importance of English grammar in acquisition of English language;
- ii. To examine the methods children were taught English grammar at school and the methods they wish to learn English grammar at university;
- iii. To speak about the challenges in teaching English grammar.

1.2.3. Research Questions

1. What is English grammar and why is it necessary to learn?
2. How was English grammar taught to me at school?
3. How would I like to be taught English grammar at university?
4. What challenges do students have during the acquisition of English grammar?

1.3. Significance of the Study

This study holds both theoretical and practical significance in the field of English Grammar teaching at schools and at universities. This study results and its recommendations can be used by teachers who teach English, especially who teach grammar courses at schools and at universities and by any researchers who has high interest in this direction of the language.

1.4. Ethical Considerations

The research will adhere to the highest ethical standards to ensure the protection of participants and the integrity of the study:

- **Informed Consent:** All participants (students) and their teachers received clear, oral explanations of the study's objectives and its procedures.
- **Confidentiality:** The identities of participants (students) was kept confidential (questionnaire and interviews were anonymous). All personal and institutional information was anonymized in the study reports and publications.
- **Voluntary Participation in interviews:** Participants were informed that their involvement in the study is voluntary.
- **Data Security:** All data collected, whether digital or physical, was stored securely to ensure that participant information remains protected.

2. Research Methodology and Materials

2.1. Research Design and Participants

In order to achieve objectives of the research, non-probability purposive sampling was chosen by the researcher. This kind of sampling provide rich and context-specific insights and it is particularly valued for exploring complex phenomena in depth. In addition, this type of sampling allows to choose the people experienced in or knowledge in specific area of interest of the researcher (Tajik et al., 2024).

The inclusion criteria were as follows: (a) students were enrolled in the first year of the English Language and Literature programme or attended the additional semester; (b) they were taking an Basic English Grammar and Communicative English Grammar courses during the first and the second semester and (c) participation was voluntary.

At first, there was conducted an anonymous questionnaire (see Appendix A) through the first-year students taking an English grammar course during the first semester in the university where she teaches. Initially, the questionnaire was developed in an electronic format; however, in order to increase the involvement of participants and the number of responses, the researcher additionally used anonymous printed versions, which were distributed directly to the students.

The questionnaire was developed by the researcher after reviewing the literature on grammar instruction, communicative language teaching, role-play, and learner attitudes (Agregado, 2023; Al-khresheh, 2021; Siska, 2017). The questions were designed to address the research objectives by exploring students' previous learning experiences, perceptions of grammar instruction, learning difficulties, and preferred teaching methods. The interview questions were based on issues that emerged from the questionnaire responses and were intended to explore

these findings in greater depth. A formal pilot study was not conducted. However, the questionnaire was reviewed by experienced colleagues to improve the clarity and relevance of the questions before data collection.

The questionnaire was distributed to all 128 eligible students (116 first-year students and 12 additional-semester students). Ninety-seven students completed the questionnaire volunteered, resulting in a response rate of 75.8%. Most of the questions were answered (90%), especially closed questions; there were very few missing answers.

The main instrument of the study was a combined questionnaire, which included both closed and open-ended tasks (see Appendix A). The questionnaire consisted of three closed and four open-ended questions, which allowed the researcher to obtain quantitative and qualitative data simultaneously. Closed questions ensured the capture of general attitudes and tendencies of the students, while open-ended questions aimed to reveal their experiences and in-depth opinions.

After analyzing the data collected through the questionnaires, there was need of interviews for more clarity of the answers gained through questionnaires. As the result, ten students volunteered to participate in the interviews (see Appendix B). Interviews were conducted face-to-face in groups of two or three students in a quiet classroom after the questionnaire data had been analyzed. Each interview lasted approximately 20 - 30 minutes. Participants provided informed consent (list of questions) before the interviews began. The interviews were audio-recorded with participants' permission and later transcribed for analysis.

In brief, both methodology gaining qualitative and quantitative data were used to aim objectives of the research. Combination of these two methods will enhance understanding of the research's objectives and will strengthen the reliability of the conclusions to get broader picture of the study; as the result, which will lead to richer insights and conclusions that are more useful:

"Qualitative research focuses on exploring and understanding the meanings individuals or groups ascribe to social or human experiences", while "Quantitative research emphasizes the measurement and analysis of numerical data to identify patterns and test hypotheses" (Ahmed et al., 2024, p.3).

Content validity was ensured by aligning all questionnaire and interview questions with the objectives of the study and with previous research on English grammar instruction. The instruments were also reviewed by the research colleagues having more teaching and research experience than the researcher before data collection. As for the reliability, reliability was enhanced with standardized procedures during questionnaire administration and by employing clear and consistent wording throughout the questionnaire.

2.2. Research Results

The first and the second questions of the questionnaire, which were closed questions, were general and concerned the determination of what English grammar is for them and whether it is necessary to study it. Fifty-five students out of 97 answered that English grammar is of medium difficulty, and a fifth (27 students) considered it difficult; 78 students (75.7%) emphasized the need to study English grammar.

Based on these questions, the students were asked to specify and discuss why it was necessary to study English grammar (Figure 1). Twenty students emphasize (20.6%) that grammar is important for not only speaking, but also for developing correct writing skills. The remaining responses, 71 students (73.2%) describe in more detail various aspects of speech - the correct expression of thoughts, the correct formation of sentences, and other similar skills (for more details see Figure 1.)

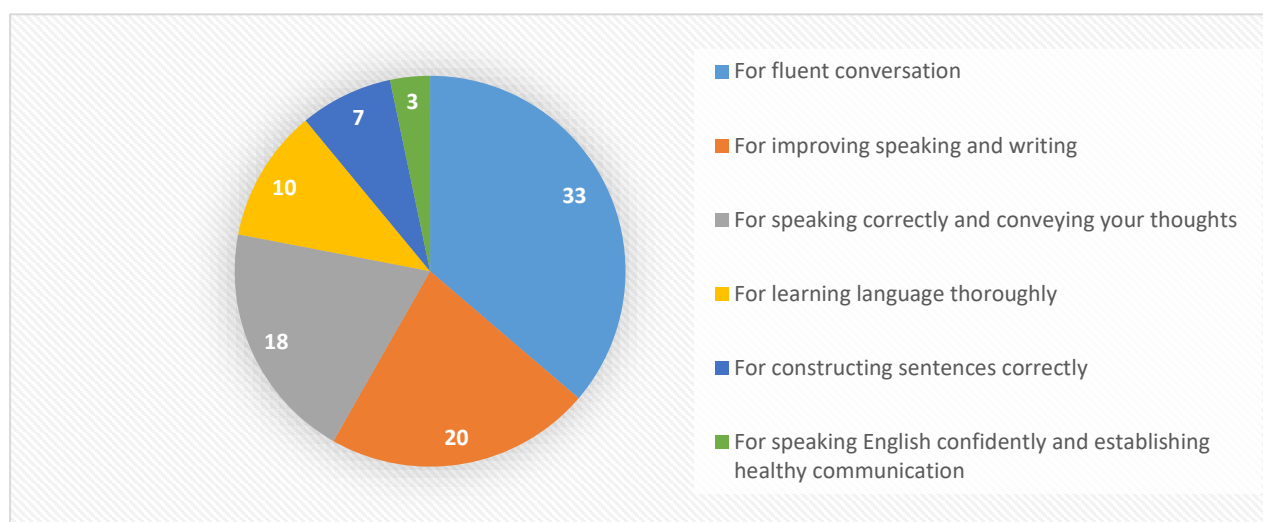


Figure 1. Why is it necessary to study English grammar? (Figure presents numbers of students)

The next question was about the methods by which they were taught grammar at school. This was a closed question, where students could mark several answers together, and also a brief explanation of what each method meant was provided for each method that was not very familiar to them. 75 students out of 97, with other options chose that the main method of teaching grammar in Georgian schools remains the traditional teaching method (memorizing rules + exercises). In addition, 36 students chose “group work”, which exceeded the numbers of mentions of Communicative, inductive and deductive methods (totally, 58 mentions). Also, it should be noted that 60 students (61.8 %) of students marked several methods together, while others (20 students) marked only one. The inclusion of an “Other” response (15 students) option introduced an interpretive limitation, as several participants selected it without specifying the method they had in mind, rendering those responses unanalyzable; as for the 2 students, they have not written any answers to this question (see Figure 2.).

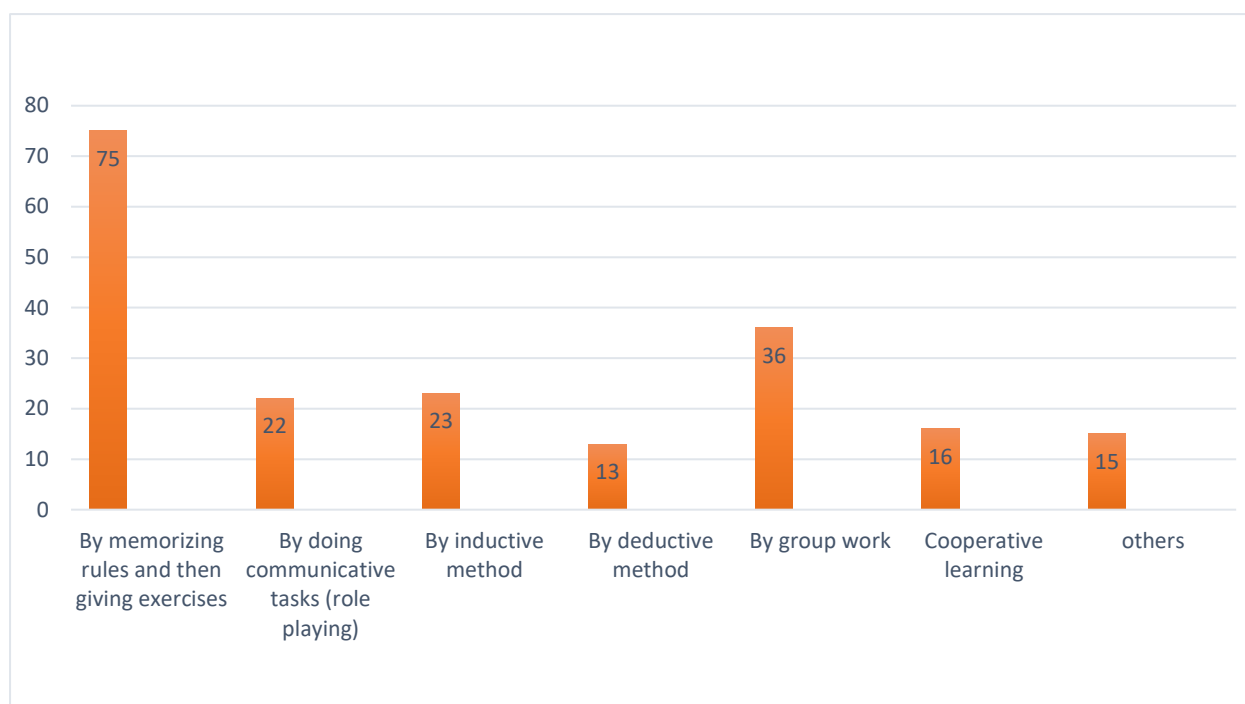


Figure 2. Methods by which students were taught English grammar at schools (Figure on vertical presents number of students and on the horizontal the used methods).

As for the main challenges of studying English grammar at schools and at universities in Georgia, it is particularly difficult for students to use tenses functionally, and not just to know them by heart. Also, a challenge for students is that there are many structures in English grammar that do not exist in Georgian at all, and the inconsistency with Georgian can cause interference, which complicates language acquisition. As for “exceptions”, 10 students wrote only this word and did not give further explanation.

Also, the students emphasize the need of doing more exercises, to actually use new material in practical communicative activities. In general, the main difficulties in teaching English grammar which students named are related to both the structural features of the language (tenses, non-existent parallels in Georgian, exceptions), as well as the learning environment and methodological challenges (monotonous teaching, lack of practice, weakness of basic knowledge) (See Table 1.). At last, it should be noted that it was open-ended question and multiple responses were possible and N=90 – refers to mentions not the number of respondents.

Table 1. Main challenges in studying English grammar both at schools and at universities in Georgia

Challenges	N
Learning tenses and mixing them up	38
Structures with no Georgian equivalent	22
Exceptions	10

Challenges	N
Insufficient practice and application of certain grammar rules in practice	5
Insufficient knowledge L1 grammar	5
Weak basic school knowledge	4
Monotonous teaching methods	3
Building sentences quickly	3
Did not answer	7

The next question was about how and with what the methods students would like to be taught English grammar at universities. From the students' answers, their needs can be grouped into four main areas: 1. Practice and communication (conversation, role-playing, exercises, fieldwork); 2. Diversity and interactivity of teaching (fun methods, slides, examples); 3. The role of the teacher (friendly and supportive environment, simple explanations, regular feedback); 4. Modern approaches (inductive teaching, collaboration, monitoring) (See Figure 3):

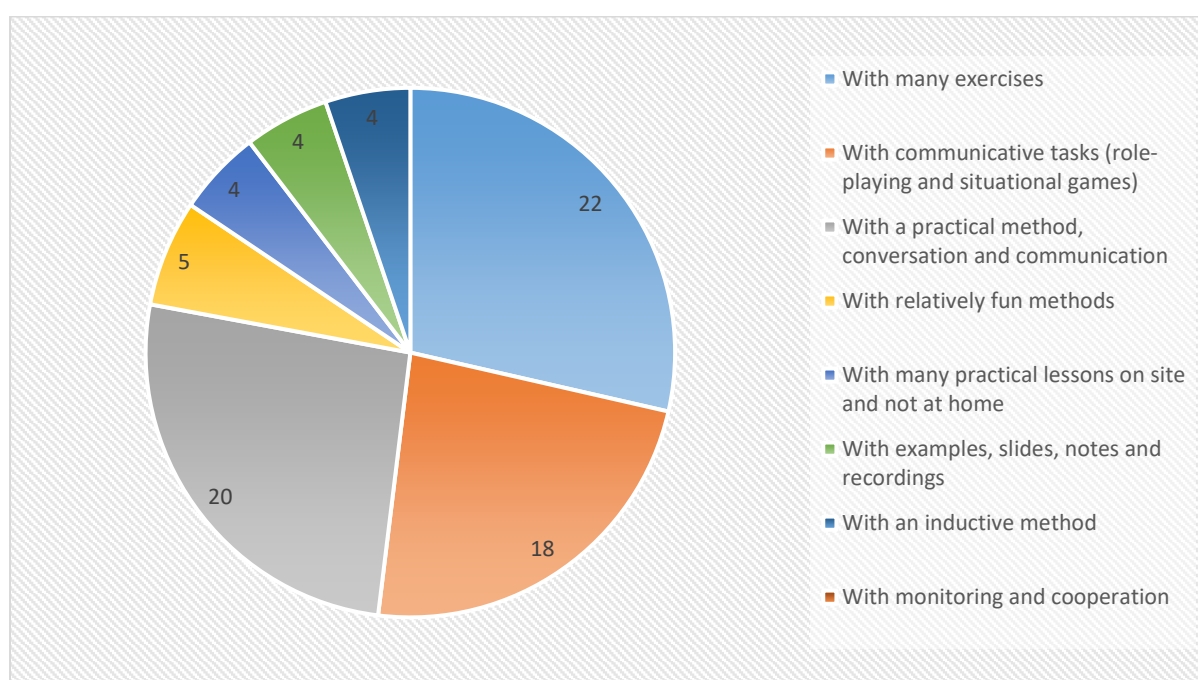


Figure 3. Methods students would like to be taught English grammar at universities (Figure presents mentions of students with the methods on the opposite side)

As for the question: “Which method is unacceptable when teaching English grammar?” students’ answers can be divided into two large groups: a) overly traditional, mechanical and monotonous teaching approaches, which combine memorization, excessive dominance of theory without practice, superficial explanations, giving a large number of but non-functional

exercises; all this contradicts the principles of thoughtful and communicative teaching of grammar. b) ineffective or unethical pedagogical behaviors, such as teaching outdated material, ignoring context, harshly reacting to errors, giving assignments without explanation - these approaches hinder motivation, reduce self-confidence and reduce the quality of learning.

The survey also included participants of the summer school, students who had not mastered this subject on time. They had to answer an additional question about why they needed to take the summer school in this subject (grammar and communicative grammar). The study found that the mandatory requirements for restoring status, additional subjects due to mobility, the fast pace of learning, and the difficulty of grammatical issues created the basis for the student to take the summer school.

At the end of the questionnaire, students were given opportunity to express their thoughts regarding the questionnaire and itself studying English Grammar. Students could write a short paragraph what they consider mostly, and only 18 students used this opportunity. Here are some comments of the students:

- *"Grammar teaching should be active, communicative and practical so that students can apply their knowledge in real situations";*
- *"If the teacher is friendly with the students, then everything will work out";*
- *"I will recommend fun lessons with lots of practice that will help us apply grammar in real life";*
- *"I think learning grammar should not be a dangerous and insurmountable barrier, on the contrary, we should learn with joy and do a lot of activities related to all issues";*
- *"My recommendation would be that the teacher try to explain grammar to the children in simple language so that it is easier for them to learn it. Do not give them too many exercises";*
- *"Try to make children love grammar using interesting methods."*

2.3. Results of the Face-to-Face Interviews

During the face-to-face interviews, which was volunteered, the researcher asked open-ended questions to encourage participants to elaborate on their experiences and express both positive and negative opinions regarding English grammar learning. This approach was intended to minimize interviewer bias by allowing participants to discuss their views freely rather than restricting them to predetermined responses. Although, the interview data differed from the questionnaire findings in terms of the level of detail provided. To facilitate comparison between the two datasets, participants were asked the interview questions in the same sequence as they appeared in the questionnaire. However, additional questions were asked whenever clarification or further explanation was required.

The interview's data were analyzed using thematic analysis. The coding process was conducted by the researcher, and meaningful statements were assigned initial codes that reflected participants' perceptions and experiences. Since the qualitative data were analyzed by a single researcher, intercoder reliability was not applicable. Nevertheless, the credibility of the analysis was enhanced through repeated examination of the transcripts and continuous refinement of the codes and themes. Similar codes were subsequently grouped into broader thematic categories. This iterative process resulted in the identification of four major themes: (1) attitudes toward grammar learning, (2) the influence of teachers, (3) preferred grammar teaching methods, and (4) the role of communicative activities and role-play in grammar instruction.

The interview findings largely corroborated the questionnaire results while providing a more nuanced understanding of the factors influencing students' perceptions of grammar learning. In particular, the interviews revealed not only what students preferred but also the reasons underlying their preferences, thereby strengthening the overall interpretation of the quantitative findings through methodological triangulation.

One additional interview question explored students' perceptions of the relationship between teacher attitudes, teaching practices, and learner motivation. Participants consistently emphasized that teachers play a crucial role in shaping students' willingness to engage with grammar learning. Rather than perceiving grammar as inherently interesting or uninteresting, many participants suggested that their attitudes towards the subject were strongly influenced by the teacher's personality, enthusiasm, and teaching style.

For example, Student A remarked, *"We have a subject that is difficult, but the lecturer is such a kind person that we want to study."* This statement suggests that positive interpersonal relationships between teachers and students can increase learners' motivation despite the perceived complexity of grammar. Similarly, Student B commented, *"What kind of mood the teacher has, then you have the same,"* indicating that teachers' emotional attitudes may influence the classroom climate and subsequently affect students' own engagement with learning. Student C further emphasized the importance of instructional quality by stating, *"It has a great influence; if you are poorly taught, your heart will not follow the taught material."* Collectively, these responses demonstrate that participants perceived teacher-related factors as extending beyond the transmission of grammatical knowledge to include emotional support, encouragement, and the creation of a positive learning environment.

At the same time, the interviews revealed that teacher-related factors alone were not considered sufficient for successful grammar learning. Some participants acknowledged the importance of learners' own attitudes and intrinsic motivation. Student D observed, *"Despite having such a good teacher, I didn't want to study,"* suggesting that even effective instruction cannot compensate for a lack of personal motivation. Likewise, Student E noted, *"Not only towards*

grammar but in general; you should have the joy of it and you should do all this with joy; otherwise, you will lose interest." These responses indicate that grammar learning is influenced by an interaction between external factors, such as teacher behaviour and instructional quality, and internal learner characteristics, including motivation, interest, and personal attitudes towards learning. Consequently, participants viewed successful grammar acquisition as depending on both supportive teaching practices and learners' willingness to actively engage in the learning process.

Another prominent theme emerging from the interviews concerned participants' preferences regarding grammar teaching methods. Consistent with the questionnaire findings, students expressed a clear preference for communicative and interactive instructional approaches rather than traditional methods based primarily on memorization of grammatical rules. Participants frequently referred to role-play, communicative tasks, games, and practical classroom activities as effective means of understanding and applying grammar in meaningful contexts.

Several participants contrasted their experiences of grammar instruction at school with those at university. Student A explained, *"At university we did role playing, but at school only games related to vocabulary, not grammar,"* indicating that communicative grammar instruction was considerably more common in higher education than in their previous educational experience. Student B recommended *"fun lessons with lots of practice that will help us apply grammar in real life,"* emphasizing the importance of repeated practice within authentic communicative situations. Similarly, Student C argued that *"Grammar teaching should be active, communicative and practical so that students can apply their knowledge in real situations."* These responses suggest that learners do not reject explicit grammar instruction itself; rather, they prefer instructional approaches that enable them to transfer grammatical knowledge from isolated exercises to meaningful communication.

The interviews further demonstrated that previous learning experiences influenced students' current instructional preferences. Participants who described grammar instruction at school as being dominated by memorization and rule-based exercises generally expressed stronger support for communicative activities and role-play at university than those who had previously experienced collaborative or interactive learning. This finding suggests that students value opportunities to use grammar in authentic communicative situations because such opportunities were often limited during their earlier education. Overall, the qualitative findings reinforce the questionnaire results by indicating that learners perceive communicative grammar instruction as more engaging, motivating, and effective than approaches based primarily on memorization. Furthermore, the interviews reveal that students associate communicative activities with greater confidence in using grammatical structures appropriately in real-life communication rather than simply recalling grammatical rules.

2.4. Discussion of the Results

As the result of the study, it can be concluded that the aims of the research were achieved through partly providing the data from the questionnaire and later from the interviews. It should be noted that the participants of the study made great contribution to the study and provided useful information and shared their experience of studying grammar at school and at university.

At first, the researcher's aim was to analyze the importance of English grammar in acquisition of English language which was achieved through asking the first two closed and one open questions. As we can see from the answers of the students above, they stated the importance of studying English grammar on the way of language acquisition, though their perceptions in which grammar is important were different, related to different skills.

The next aim of the research was to find out the methods children were taught English grammar at schools and at universities. The majority of respondents (55 students out of 97 students) rated English grammar as moderately difficult, while approximately one-fifth (27 students) considered it difficult. A substantial majority (75.7%, 78 students) affirmed the necessity of studying grammar, viewing it as the central foundation for effective communication — whether for speaking, writing, or the accurate construction and expression of ideas.

Regarding to teaching methods of grammar at schools, from the analyzes of the data it can be concluded that Grammar instruction in Georgian schools remains predominantly traditional, with 77.3% of respondents (75/97) reporting rule memorization and controlled exercises as the primary method. Group work was noted by 36 students, suggesting some use of collaborative consolidation activities. Communicative, inductive, and deductive methods received 58 combined mentions, indicating their limited adoption. Notably, 61.8% of students reported experiencing multiple methods, reflecting some degree of methodological variation, albeit within a largely traditional framework.

As for the teaching methods of English grammar at universities, from the students' answers, we can conclude that they prefer practical, communicative, diverse and supportive teaching methods that reduce stress and increase engagement. In particular, students want that: 1) Grammar instruction should be active, practical, and communicative so students can use it in real situations; 2) Teachers should be friendly and explain concepts in simple language, focusing on understanding (e.g., how tenses work and differ) rather than overloading students with exercises; 3) Teachers have to make lessons funny and engaging with plenty of practice and varied activities to build confidence and foster a love for grammar. In brief, mastering grammar is essential for clear speaking and writing, but it should feel approachable and enjoyable, not intimidating.

At last, referring to the third aim of the research which was to analyze the challenges of teaching English grammar, the responses indicate that learners perceive grammar difficulties as arising

from a combination of linguistic, educational, and cognitive factors rather than from grammar rules alone. The most frequently mentioned challenge was the difficulty of learning and distinguishing English tenses. This finding suggests that the English tense-aspect system represents a persistent source of difficulty for Georgian learners, likely because it differs substantially from the grammatical system of their first language (L1). Participants also reported confusion caused by grammatical structures that have no direct equivalent in Georgian, highlighting the influence of cross-linguistic differences and negative language transfer on grammar acquisition.

Another issue to be concerned is the complexity of English grammar itself. Several respondents referred to the large number of exceptions to grammatical rules, indicating that they perceive English grammar as inconsistent and difficult to internalize. Furthermore, participants emphasized that insufficient practice and opportunities to apply grammar rules in meaningful contexts hinder their ability to consolidate grammatical knowledge. This finding suggests that learners recognize the importance of repeated exposure and communicative practice for developing grammatical competence.

The responses also point to educational factors that contribute to grammar learning difficulties. Some participants attributed their challenges to limited knowledge of Georgian grammar, implying that insufficient metalinguistic awareness in the first language may impede the acquisition of grammatical concepts in English. Others identified weak grammar foundations acquired during their school years, suggesting that deficiencies in prior instruction continue to affect learners at higher levels of education. In addition, monotonous teaching methods were mentioned as a factor reducing learners' engagement and limiting effective grammar learning, indicating the need for more interactive and learner-centered instructional approaches.

Overall, the findings demonstrate that learners' perceived grammar difficulties are multidimensional, encompassing linguistic differences between English and Georgian, inadequate instructional practices, limited opportunities for practice, and insufficient prior grammatical knowledge. These results underscore the importance of adopting teaching approaches that integrate explicit grammar instruction with communicative practice, address cross-linguistic differences, and strengthen learners' metalinguistic awareness to facilitate more effective grammar acquisition.

Finally, the findings indicate that successful grammar learning is shaped by two interconnected factors. First, learners' attitudes toward grammar and their perceptions of their teachers influence motivation and willingness to engage in the learning process. Second, participants consistently perceived communicative teaching methods, particularly role-play, as more effective than traditional memorization-based instruction for developing grammatical competence.

These findings support Viet's (2017) conceptualization of attitude as comprising cognitive, affective, and behavioral components. Participants' responses reflected all three dimensions: they recognized the importance of grammar (cognitive), described positive or negative feelings toward teachers and grammar lessons (affective), and expressed preferences for communicative activities that encouraged active participation (behavioral). Similarly, students' preference for role-play aligns with previous research (Colquhoun, 2023), which suggests that communicative activities facilitate the meaningful application of grammatical knowledge and enhance learner confidence.

As for the methods by which English grammar and in general are taught at schools in Georgia. According to the students answers in the questionnaires and during the interviews, teachers mainly use deductive methods more than inductive methods.

According to the answers of students, 75 students out of 97 students stated that their teachers at schools were focused on only memorizing Grammar rules, sometimes on memorizing rules followed by doing exercises. It is related to Grammar Translation Method, which does not focus on communicative tasks and developing these skills:

"The first step of this method is the presentation of grammar rules. The rules are presented in logical and sequential order, starting with the simplest and progressing to the most complex. The rules are then applied in text translation and analysis exercises, where students have the opportunity to practice and internalize the knowledge" (Marques et al., 2024, p. 2).

Taking into consideration that students can choose several options, 1/5 of students wrote that they learnt grammar through group work and by communicative tasks, like role plays which are part of Communicative Method:

"Classroom activities are designed to encourage collaboration and communication among students so that they can feel comfortable using the language and receive feedback from their peers and teachers" (Marques et al., 2024, p. 6).

Students were given chance to circle "deductive" and "inductive" method of teaching separately and they were given explanations in case they did not know the difference between them. Though, 23 students chosen that they were taught English in inductive way and 13 students written in deductive way, 75 students have chosen that they were taught by memorizing rules followed by exercises which is in fact deductive method not inductive. Therefore, despite teacher's comments on both methods, students did not have clear understanding of these methods.

Deductive method has several advantages, like providing learners with clear and explicit language rules and moreover, it can be useful way of introducing new language concepts in foreign language; though, learners might struggle to use language in authentic situations, in

real world; in particular, students might remember grammar rules without real understanding of their usage in practice (Varsat, 2023).

On the other hand, inductive method engages students more, they become more active participants of the studying process and develop critical thinking and problem-solving skills with language skills through using real-world language. However, it is more time-consuming and it is less clear and structured which might frighten most students who get used to or feel more comfortable with deductive method of teaching (Varsat, 2023).

3. Conclusions, Limitations and Recommendations for Further Studies

3.1. Conclusions

The study revealed that teaching English grammar is both an essential need and a multifaceted challenge for students. Their opinions demonstrate that effective grammar learning cannot be achieved through theoretical, mechanical, and traditional methods alone; the teaching process should be based on practical application, real-life communication situations, and context-based explanations. It is precisely this approach that allows students to not only memorize grammatical structures but also to use them functionally in various spoken and written communication situations. They also attach great importance to the teacher's friendly and supportive attitude, as this reduces stress and promotes better understanding.

Grammar teaching will be successful when it is linked to communication, diverse learning strategies, interactive activities and individual learning styles. Effective teaching requires a balance between theory and practice, between linguistic understanding and functional use. Accordingly, modern grammar teaching practices should develop in the direction of student-centered, flexible and innovative methods in order to ensure deep, thoughtful and transferable knowledge of foreign language grammar in real communication.

In conclusion, aims of this study was accomplished despite its limitations. As the researcher concluded after analyzing students' responses, students are aware about the importance of English grammar in acquisition of English language. Moreover, it was found out about the methods how students were taught English grammar and in general English at schools during the questionnaire, and later in interviews discussed this methods in more depth; finally, students spoke about some challenges they face while studying English grammar at schools or at universities and given some feedback and recommendations on it.

3.2. Limitations of the Study

This study has several limitations. At first, the sample (totally 97 students) was drawn from a single university in Georgia. The findings cannot be generalized as in Georgia there are many public and private universities, though this university where study was conducted is the biggest

university in West Georgia and it can be said that it represents real picture of the situation related to the topic of the research. Second, interviews were conducted with the students to whom the researcher conducted English grammar course. Though, from one side students might feel secure and more free to be questioned, on the other hand they might not so freely express their thought in order not to offend itself the researcher, which they might consider to influence their relations with the researcher in the future.

Finally, time can be considered as one of the limitations of the study as the researcher hurried to do interviews after questionnaire for publishing the article. After analyzing the responses of the interviews, the answers of the interviews were nearly the same as in the questionnaire; as the result, it was considered that there should be prepared interviews with a bit different questions from the questionnaire. On one side the same responses might be proof that students filled the questionnaires frankly though during interviews they do not expanded their responses; in some cases the researcher tried to answer more and different questions though tried not to go far from the questionnaires'' questions which limited her to gain more productive and different data compared to the questionnaires.

3.3. Recommendations for Further Studies

The current study can be interpreted as a first step in the research of best methods how to teach English grammar to students for whom it is the second language. The formed questionnaire of the study without changing questions can be used to spread within bigger sample size of the students. In addition, the results of the study can be used to take into account as the best source to form the questions of the interviews for deeper study.

Future research could further examine the objectives of the study and it could also contribute a deeper and better understanding of best methods to teach English grammar, as well the challenges and how they can be overcome by students' insight. Moreover, this study can be foundation step to further research on how teachers and lectures see English grammar can be taught at schools or at universities.

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Appendix A

Student Questionnaire

- 1) What is English grammar?
 - a) Very difficult
 - b) Difficult
 - c) Medium
 - d) Not too difficult
 - e) Easy
 - f) Very easy
- 2) Is it necessary to learn English grammar?
 - a) Yes
 - b) No
 - c) More or less
 - d) I will refrain from answering
- 3) If it is necessary to learn English grammar, write why?
- 4) How was grammar taught to me? How did they teach me grammar?
 - a) By memorizing the rules and then giving exercises;
 - b) By communicative tasks (role-playing and situational games);
 - c) By the inductive method, a form of transferring any knowledge is determined, when in the learning process the thought process is accompanied by a progression from facts to generalizations;
 - d) By the deductive method (a logical process of discovering new knowledge based on general knowledge);
 - e) Group work;
 - f) Cooperative learning;
 - g) Other.
- 5) What are the challenges in teaching English grammar?
- 6) How (by what method or methods) would I like to be taught grammar?
- 7) Which method is unacceptable when teaching English grammar?
- 8) Recommendation

Appendix B

Semi-Structured Interview Protocol:

- 1) What is English grammar?
- 2) Is it possible to learn a language without grammar?
- 3) What methods were used to teach grammar in school?
- 4) What types of exercises did you do?
- 5) Is grammar more difficult than ...
- 6) What types of activities can't help you learn grammar?
- 7) How long did you spend studying grammar?
- 8) Did you use or do you use role-playing games when teaching grammar?
- 9) What is the importance of mood when teaching?
- 10) What types of tasks can't help you learn grammar?
- 11) If you fail in a subject, does it block your desire to learn, change your mood, or, on the contrary, make you more motivated?