TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

RESEARCH REPORT

TEACHERS' PERCEPTIONS ABOUT THE DIFFICULTIES IN TEACHING GRAMMAR IN AN EFL CONTEXT, AT THE TECHNICAL UNIVERSITY OF COTOPAXI.

Research report before obtaining the bachelor degree in National and Foreign language Pedagogy, English Major

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PUJILI-ECUADOR
MARCH 2024

STATEMENT OF AUTHORSHIP

Musuña Masabanda Maryuri Mariela, with citizenship card No. 0550192835 and Yugcha Tipan Johana Estefania with citizenship card No. 0550538987 declare to be the authors of this RESEARCH PROJECT: **"TEACHERS' PERCEPTIONS ABOUT THE DIFFICULTIES IN TEACHING GRAMMAR IN AN EFL CONTEXT, AT THE TECHNICAL UNIVERSITY OF COTOPAXI"**, being Mg. Andrade Morán José Ignacio, Tutor of this work; and, I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results expressed in this research work are my sole responsibility.

Pujilí, March 2024.

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ENDORSEMENT BY THE RESEARCH PROJECT TUTOR

As Tutor of the Research Project on the title **"TEACHERS' PERCEPTIONS ABOUT THE DIFFICULTIES IN TEACHING GRAMMAR IN AN EFL CONTEXT, AT THE TECHNICAL UNIVERSITY OF COTOPAXI.", Musuña Masabanda Maryuri Mariela and Yugcha Tipan Johana Estefania,** of the Pedagogy of National and Foreign Languages Career, I consider that this research project is worthy of the endorsement of approval by meeting the technical standards, translation and formats provided, as well as has incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2024.

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ENDORSEMENT OF THE DEGREE COURT

As a Court of Readers, approve this Research Report in accordance with the regulations issued by the Technical University of Cotopaxi, and by the Extension Pujili, because the applicants: Musuña Masabanda Maryuri Mariela and Yugcha Tipan Johana Estefania, with the title of the Research Project **"TEACHERS' PERCEPTIONS ABOUT THE DIFFICULTIES IN TEACHING GRAMMAR IN AN EFL CONTEXT, AT THE TECHNICAL UNIVERSITY OF COTOPAXI"**, has considered the recommendations issued in due course and meets the sufficient merits to be submitted to the act of support of the degree work.
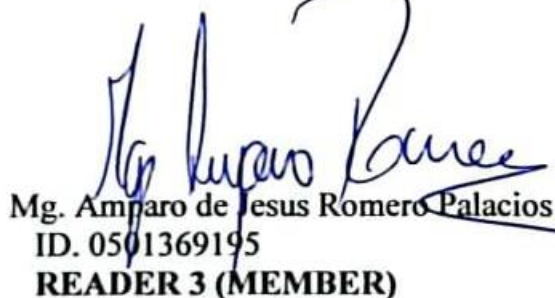
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GRATEFULNESS

DEDICATION

I want to dedicate this great achievement to God for being my guide and allowing me to achieve my goal. To the most important person in my life, my mom Nancy who have supported me during my professional training process and with her prayers have accompanied me in my difficult moments, which has not let me give up along the way. Thanks to all those people who motivated me and believed in me, it was not an easy road, but I did it. Thanks a lot.

Maryuri.

DEDICATION

I want to dedicate this project to my parents, Susana and Jorge, because they are the people I love the most in this world and they are the most beautiful inspiration, I also want to dedicate this project to my siblings, Byron, Jessica and Viviana for always trusting and motivating me to complete this stage of my life.

Johana.

TECHNICAL UNIVERSITY OF COTOPAXI UNDERGRADUATE PROGRAM
DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY
ENGLISH MAJOR

TÍTULO: PERCEPCIONES DE LOS PROFESORES SOBRE LAS DIFICULTADES EN LA ENSEÑANZA DE LA GRAMÁTICA EN UN CONTEXTO EFL, EN LA UNIVERSIDAD TÉCNICA DE COTOPAXI.

Autoras:

Musuña Masabanda Maryuri Mariela

Yugcha Tipan Johana Estefania

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RESUMEN

La enseñanza de la gramática siempre ha sido uno de los temas más controvertidos y menos comprendidos en la enseñanza de idiomas, ya que esta puede enseñarse de forma explícita o implícita. En este sentido, la Gramática es un conjunto de reglas estructurales que se utilizan para formar correctamente una oración, que permite hablar y escribir correctamente para comunicarse con otras personas. Por lo tanto, el objetivo del proyecto es determinar las percepciones de los docentes sobre las dificultades de la enseñanza de la Gramática en un contexto de Inglés como lengua extranjera (EFL) en la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés en la Universidad Técnica de Cotopaxi. El estudio aplicó un enfoque cualitativo y método descriptivo. Para la recolección de datos se empleó una entrevista semiestructurada, que costa de nueve preguntas relacionadas con las dificultades que presentan los docentes en la Enseñanza la Gramática. En el estudio participaron 3 docentes de Inglés de la Carrera antes mencionada, a quienes se entrevistó y ayudo obtener información detallada sobre sus puntos de vista y experiencias en relación con el tema. Se involucraron en este estudio tres categorías que son: Importancia de la Gramática Inglesa, Estrategias para Enseñar Gramática Inglesa y Retos de la Enseñanza de la Gramática Inglesa. Y en base a estas categorías la mayoría de los entrevistados cree que la Enseñanza de la Gramática a través de ejemplos concretos utilizando las 4 habilidades en un contexto donde predomine la comunicación es más factible que la enseñanza explícita de la Gramática. Esto permitió a los investigadores recomendar algunas estrategias que se pueden aplicar en las clases, como juegos de roles, incorporación de música, elementos visuales, etc., para mejorar la Enseñanza de la Gramática.

Palabras claves: Enseñanza de la Gramática, Importancia de la Enseñanza de la Gramática, Estrategias para Enseñar Gramática, Desafíos de la Enseñanza de la Gramática Inglesa como Lengua Extrajera (EFL).

TECHNICAL UNIVERSITY OF COTOPAXI UNDERGRADUATE PROGRAM DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: TEACHERS' PERCEPTIONS ABOUT THE DIFFICULTIES IN TEACHING GRAMMAR IN AN EFL CONTEXT, AT THE TECHNICAL UNIVERSITY OF COTOPAXI.

Authors:

Musuña Masabanda Maryuri Mariela

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ABSTRACT

Teaching grammar has always been one of the most controversial and least understood topics in language teaching, since this can be taught explicitly or implicitly. In this sense, Grammar is a set of structural rules that are used to correctly form a sentence, allowing you to speak and write correctly to communicate with other people. Therefore, the objective of the project is to determine teachers' perceptions of the difficulties of teaching grammar in an English as a Foreign Language (EFL) context in the career Pedagogy of National and Foreign Languages-English major at Technical University of Cotopaxi. The study applied a qualitative approach and descriptive method. A semi-structured interview was employed for data collection, consisting of nine questions related to the difficulties presented by teachers when grammar teaching. 3 English teachers in career before mention participated in the study, who were interviewed and helped to obtain detailed information about their views and experiences in relation to the topic. In this study three categories were involved which are: Importance of English of Grammar, Strategies to teach English grammar and Challenges of teaching English Grammar. And based on these categories, most of the interviewees believe that teaching grammar through concrete examples using the 4 skills with a context where communication predominates is more feasible than explicit grammar teaching. This allowed the researchers to recommend some strategies that can be used in the classroom, such as role-playing, incorporating music, visual elements, etc., in order to improve the teaching of grammar. It was concluded that EFL teachers have different perceptions about teaching grammar.

Keywords: Teaching Grammar, Importance of Teaching Grammar, Strategies to Teach Grammar, Challenge of Teaching Grammar, English as a Foreign Language (EFL).

AVAL DE TRADUCCIÓN

En calidad de Docente del Idioma Inglés de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica de Cotopaxi; en forma legal **CERTIFICO** que:

La traducción del resumen al Español del proyecto de investigación cuyo título versa: **"TEACHERS' PERCEPTIONS ABOUT DIFFICULTIES IN TEACHING GRAMMAR IN THE EFL CONTEXT, AT TECHNICAL UNIVERSITY OF COTOPAXI."** presentado por: **Musuña Masabanda Maryuri Mariela y Yugcha Tipan Johana Estefania**, egresadas de la Carrera de: **Pedagogía de los Idiomas Nacionales y Extranjeros**, perteneciente a la **Extensión Pujilí** lo realizaron bajo mi supervisión y cumple con una correcta estructura gramatical del Idioma.

Es todo en cuanto puedo certificar en honor a la verdad y autorizo a las peticionarias hacer uso del presente aval para los fines académicos legales.

Pujilí, marzo del 2024

Atentamente,

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Andrade Morán José Ignacio, Mg.
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1. GENERAL INFORMATION

Theme: Teachers' perceptions about difficulties in teaching grammar in the EFL context, at Technical University of Cotopaxi.

Starting Date: October 2023

Ending Date: March 2024

Place of Research: Pujilí, Technical University of Cotopaxi

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2. PROBLEM STATEMENT

Learning English as a foreign language is very useful in today's globalized world. With due to, in the process of learning a second language, communication and comprehension skills are essential for effective communication. Having correct grammar is the key to sound more fluent and confident when speaking another language.

In fact, Grammar has been an important foundation in the field of English language teaching, it cannot be acquired naturally, it is required to be taught. To learn grammar, students can have different ways or styles of learning, but if one hopes to use the English language in an effective and fluent way, it is necessary to receive adequate training on how to correctly use grammar rules (Zhang, 2009). One of the perspectives of grammar is to think of it as part of a linguistic group that helps in communication. People should pay attention to how grammar rules interact with each other when expressing ideas (Al-Mekhlafi & Nagaratnam, 2011).

In general, the main problem is that due to the low mastery of grammar, it is necessary to know what methods are most suitable to overcome the difficulties when teaching grammar. Due to this, the causes and effects of the research problem it is necessary to mention; many students already in the daily context present many difficulties in the comprehension of the subjects of the career, presenting more difficulties in grammar. On the other hand, grammatical structures are essential to learn to use it to communicate appropriately. Therefore, it is necessary to know the difficulties that teachers face, in order to apply methodological strategies that promote the teaching of grammar. This is a constant problem today.

However, Technical University of Cotopaxi offers the career of Pedagogy in National and Foreign Languages, which focuses on training students to become future teachers of the English language. This career is characterized because its content is mainly in English. It could be considered that some students who choose to study this career have a good knowledge of this foreign language. Consequently, teachers at the Technical University of Cotopaxi experience a daily challenge when teaching grammar. Therefore, this project aims to answer the following research question: **What are teachers' perceptions about the difficulties in teaching grammar in an EFL context, at the Technical University of Cotopaxi?**

3. OBJECTIVES

3.1. General Objective

- To determine teachers' perceptions about the difficulties in teaching grammar in an EFL context, at the Technical University of Cotopaxi.

3.2.Specific Objective

- To establish theoretical foundations about the difficulties in teaching grammar.

- To identify teachers' perceptions regarding the teaching of grammar in an EFL context.

- To define the main findings and results based on the data collected about the difficulties in teaching grammar in an EFL context.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Table 1: Activities and tasks

Specific objective	Activities	Verification Means
To establish theoretical foundations about the difficulties in teaching grammar.	● Research information ● Bibliographic review	● Theoretical Framework
To identify teachers' perceptions regarding teaching grammar in an EFL context.	● Validate the Semi-structured interview ● Apply the instrument	● Semi-structured interview guide
To define the main findings and results based on the data collected about the difficulties in teaching grammar in an EFL context.	● Analysis of the Data ● Establish major findings.	● Findings, conclusions and recomendations.

5. JUSTIFICATION

English grammar is a very important basis in learning a language, because through this a structure is followed to form a complete sentence, therefore different ways of teaching should be used so that students can have a better understanding when applying grammatical rules. For this reason, the purpose of this research is to know the teachers' perceptions about the difficulties of teaching grammar in an EFL context, at Technical University of Cotopaxi.

To carry out this research and to understand the difficulties presented by teachers in teaching grammar, the researchers will apply an interview. The interview is a medium of study that involves two subjects, the interviewer and the interviewee, and serves as a means of data collection. (Mathers et al., 2000). Therefore, this will allow the authors to collect relevant information about the main difficulties presented by teachers in teaching grammar and the possible strategies they can use to overcome these obstacles.

On the other hand, the importance of this study is to demonstrate that the data obtained will be useful as a way to correct these difficulties. Teachers can find ways to make language teaching more attractive and motivating for students, as well as use tools and resources suitable for language teaching, since nowadays teaching a second language implies some challenges to keep the learners' attention as the teacher must find a way to develop and prepare a dynamic and interesting class.

Besides, this research will demonstrate the importance of using English grammar, which allow to build an accurate and coherent communication. Also, demonstrate appropriate strategies for teaching grammar in the classroom. It will help to know the real perception that teachers have about the difficulties of teaching grammar in their day to day professional life. In addition, the project will also provide some insights that teachers have learned during their professional career that could be beneficial to all professors. All the information gathered in this study can be used by other educators to have a first approximation of the reality of the profession.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

Chodija & Umam (2022) conducted a study about "Teachers' Perception towards Difficulties in Teaching and Learning EFL Grammar". The purpose of this study was to examine teachers' perceptions of the difficulties they and learners face in teaching and learning EFL grammar. This study used a quantitative descriptive research method. The participants were 40 metro English teachers. The data were obtained from a 20-item questionnaire. Therefore, the results showed that teachers and students still have difficulties in teaching grammar. Therefore, the author recommends developing English language courses based on the needs of teachers and students, using appropriate materials for teaching grammar.

Also, Kacani & Mangelli (2013) in their research "Albanian Teachers' Perceptions about Difficulties in Teaching and Learning Grammar of EFL". The main objective was to investigate teachers' perceptions concerning the difficulties faced by school teachers and learners in teaching and learning EFL grammar for communicative purposes in Albania. This study used a quantitative approach. The participants were 58 English teachers of different levels. Data were obtained from a 20-item questionnaire. The results showed that both professors and students have problems in teaching grammar. Therefore, the author mentioned that teachers will decide to use appropriate techniques to improve teaching and improve students' learning of English grammar.

Furthermore, Thu (2009) carried out the research project "Teachers' Perceptions of Grammar Teaching". The aim of this study was to investigate ESL teachers' beliefs about grammar teaching in general. For this study, a group of 11 English teachers from a language educational institution in California participated in a 32-question questionnaire. The results showed that most of the researchers considered it essential to have a deep knowledge of grammar in order to have a fundamental eloquence in a foreign language, Likewise, the author mentions that the best way to teach grammar is in an explicit way in contradiction of an implicit way.

Lastly, Al-Mekhlafi & Ramani (2011) developed the research project "Difficulties in teaching and learning grammar in an EFL context". The aim of this study was to investigate the challenges faced by teachers of English as a Foreign Language (EFL) in Omani schools, as well as their views on the difficulties their students face in the field of grammar teaching. To achieve this, a quantitative method was used. The results revealed that both teachers and students face considerable problems in teaching English grammar as a foreign language, and that students experience these difficulties more than teachers. It is evident that teachers of English as a foreign language take these difficulties very seriously, suggesting that special attention should be paid to them.

7. THEORETICAL FRAMEWORK

7.1. Teaching English as a Foreign Language (TEFL)

The teaching of English as a foreign language reflects two main types of motivation for learning: instrumental motivation and integral motivation. When someone learns a foreign language using a tool, he needs it for operational purposes: to be able to read books in the new language and to be able to communicate with other speakers of that language. Tourists, vendors, and science students are obviously motivated to learn instrumental English. When a person learns a foreign language for broad purposes, he attempts to identify more closely with the linguistic community in which the language is spoken in its diversity; he wants to feel at home here and tries to understand the attitude and worldview of this community (Broughton et al., 1980).

On the other hand, as Dakowska (2018) has pointed out, English as a second language has developed new ideas for grammatical understanding when communicating correctly. That is to say, in the teaching and learning of the foreign language, it is important to use a formal language, applying the appropriate grammatical rules when writing or speaking. For this reason, it is important that educational institutions encourage the teaching of English at an early age, in order to increase students' knowledge of English foreign languages.

Intercultural education transcends the conditions of teaching and is seen as a new pedagogical response to today's cultural variables. The rapid transformation of society into a multicultural society requires changes at the socio-political level and an important coordination of all institutions, as well as the development of strategies that allow all people to live well together (Anastassiou & Andreou, 2020).

7.2. Perception.

Perceptions refer to a process of different points of view that people have about something specific. Where they denote the acceptance of the stimulation of certain things, which is determined by a system of sensations where thinking, emotions, analysis, and interpretation predominate to provide meaning about reality from a personal point of view. In this way, people can give meaning to their environment and share similar experiences but interfering in the way of interpreting things (Hardiyant, 2016).

Walgito (2022) mentions two factors that can interfere with perceptions:

Internal factors: this means that it is based on physiological elements of a person such as thoughts, feelings, will, needs, sex, motivation and attention, since each person has his or her own way of interpreting things according to his or her environment (Walgito, 2022).

External Factors: are components that interfere with the perception of another person. This process is due to the stimuli that are received by sight, hearing, etc. This can influence the perceptions of another person (Walgito, 2022).

7.3. English teachers' perceptions.

Teachers recognize the importance of teaching grammar as an essential foundation for effective communication and understanding of a second language. Furthermore, teachers tend to believe that teaching grammar allows students to master both written and oral English, facilitating the understanding and use of the language (Huang, Zhao, Qi, & Zhang, 2023). Thus, the perceptions of English teachers comprise the intellectual, sentimental and attitudinal perspectives and beliefs that educators have about multiple aspects of their professional

responsibilities, the teaching and learning process and the educational environments are the most subjective perceptions that influence teaching practices (Chodija & Umam, 2022).

Therefore, the previous authors mentioned that teacher cognition refers to the cognitive, emotional and attitudinal opinions and beliefs that teachers have about various aspects of their teaching, such as students, curriculum and teaching practices, and can influence their teaching practices. and student achievement. Therefore, perceptions of English teachers may vary depending on many factors, including their level of education, experience, cultural and educational context, and the expectations and requirements of the work environment. his. Furthermore, many English teachers are aware of the importance and relevance of English in the modern world. They recognize that English is widely used in business, technology, diplomacy, and popular culture, making it a valuable skill for their students.

7.3.1. Characteristics of English teachers.

Teachers are the most important and valuable people in education. Being a good teacher is the fundamental basis for training good people who can function in a developed country, maintaining values and responsibilities. Becoming a good teacher is not easy, you need skills that can support and guide students towards a good future. A good English teacher will be an example for the students, therefore a good English teacher must be able to instruct, guide and behave well (Al-Maqtri & Thabet, 2023). Furthermore, for a teacher to be efficient has been a matter of primary interest for many experts interested in pedagogy. The most frequent qualities that a teacher presents are: mastery of the subject, motivation, dedication, cooperation, sense of humor, creativity, efficiency, control, discipline, standards, promptness in reports, methods and generosity in personal time for students (Calabria, 1960, as cited in Rossiandy, 2009).

According, Aboesha (2023) There are some characteristics to be a Effective teacher :

English proficiency: Teachers who teach a second language like English must have extensive knowledge of the language, they must know how to teach grammar, vocabulary, pronunciation and writing. They must teach the proper use of language to their students (Aboesha, 2023).

Passion for English and teaching: To teach another language you must have a genuine love and passion for English, when imparting knowledge you must demonstrate great enthusiasm for the subject, allowing it to infect and motivate students to actively participate and collaborate in the learning process (Aboesha, 2023).

Strong communication skills: Correct communication is essential to transfer complex concepts, instructions and opinions in a clear and precise way. English teachers must be experts in oral and written communication (Aboesha, 2023).

Creativity: English teachers use innovative approaches to make classes more interesting and fun, integrating various resources such as literature, multimedia, games and recreational activities to keep their students focused (Aboesha, 2023).

Organizational skills: It is vitally important that English teachers plan and organize their lessons, assignments and assessments in an authentic way to ensure that the objectives of lesson plans are met and to enable students to improve appropriately (Aboesha, 2023).

Classroom management: Maintaining and establishing good classroom control requires that teachers know what they do in class and be reasonable about it. They must establish classroom rules and procedures, which is why they need to know their professional responsibilities in a second language classroom (Delceva, 2014).

Assessment and feedback: English teachers must know how to accurately assess student progress and provide feedback on performance in areas such as writing, speaking, listening and reading (Aboesha, 2023).

Cultural sensitivity: It must be taken into account that the majority of students come from diverse cultural backgrounds, it is important that teachers are respectful of these differences and create a more comfortable and friendly learning environment (Aboesha, 2023).

Patience and empathy: Acquiring a new language can be a bit challenging in teaching, patience and empathy allow teachers to provide support and encourage students to overcome these difficulties (Aboesha, 2023).

In this sense, English Teachers are individuals with a variety of attributes and skills that make them effective in their field. It is important to mention that not all teachers possess all of these qualities in equal measure, but seeking to develop these competencies can help you become a more efficient and successful English language teaching professional.

7.4. Language Skill

In order to define the concept of language in relation to skills from the perspective of foreign education, a realistic context of language use for communicative purposes is necessary, so that the great potential of the concept of language may restrict individuals as language learners or language subjects developing in sociocultural environments (Chodkiewicz & Trepczyńska, 2014).

In addition, language is a fundamental skill, which focuses on the transmission of information and knowledge, and language is considered a skill that belongs to a psychomotor environment. There are four skills that are needed to have effective communication. When people learn their native language, they usually first learn to listen, then speak, read and finally write. These skills allow human beings to understand and reproduce their own and effective language in interpersonal communication (Eden, 2014).

7.5. Productive Skills.

When someone begins to learn a foreign language, he or she is likely to be unwittingly exposed to two types of language skills. One is productive skills, also known as active skills, which refer to the transmission of information that the language user produces orally or in writing. Therefore, it is necessary to respect grammatical structures, words, and their proper usage, as well as a certain degree of accuracy in both types of active skills (Golkova & Hubackovab, 2014).

7.5.1. Speaking skill

The ability to express yourself verbally is essential in the process of learning a language, especially when studying English. By mastering the skill of speaking, people can communicate, interact and express themselves effectively. This skill not only perfects oral communication, but also contributes to the development of confidence and fluency. Improving speaking skills involves practicing pronunciation, intonation, and coherence when conveying ideas. Both in informal conversations and in more formal contexts, fluency in speaking English is essential for effective communication and complete command of the language (Soria, 2019). Likewise, speaking involves the ability to articulate thoughts, concepts and messages in a clear and understandable way.

7.5.2. Writing Skills

Writing is one of the most important skills in English, because it reinforces grammatical structures and vocabulary to have correct writing, because the most common errors that students present are punctuation marks, and when using grammar. Therefore, students need reinforcement to develop writing skills in order to use appropriate language when communicating in different situations of daily life (Cole & Feng, 2015).

In short, writing is a valuable skill that requires practice and dedication to perfect. Both skills are important for effective and complete communication in the English language, and their balanced development significantly helps overall language proficiency. However, one should not forget that other elements are important, and grammar is one of them.

7.6. Grammar Conceptualization

Grammar is an empirical study that encompasses all aspects of a language that has to do with words, their formation, production, organization, function, allowing the development of effective fluency and eloquence when applying communicative aspects. In addition, grammar was developed from the analysis of structural models present in ancient languages such as Greek and Latin. However, the standards established by classical grammarians proved insufficient to cover the grammatical complexity of other languages (Ayokunle, 2016). Moreover, All languages have grammar and its importance lies in the fact that without proper

knowledge of the grammar of a language, many words become useless as they cannot be arranged completely and meaningfully without it (Brumfit and Johnson, 1979).

Furthermore, grammar is described as the science of language and the act of putting it into practice, in which grammar was divided into theoretical and practical, where theoretical grammar is the compendium of principles common to all languages and practical grammar is the compendium of principles common to one language (Covell, 1852). In addition, grammar serves as a const norm Grammar serves as a constitutive norm of rules and principles that assist someone in the use of words or in the handling and combination of them to give proper meaning, addressing the format and structure of words and their relationships within sentences Cobbett (1984).

Additionally, there are five different types of grammar: prescriptive and descriptive grammar, traditional grammar, sentence structure grammar, transformational and generative grammar, and systemic functional grammar; these five types of grammar illustrate different approaches to language analysis and description. Therefore, the different approaches reflected in each type of grammar influence the teaching of grammar (Woods, 1995).

7.6.1. The role of Grammar in Language Teaching

Grammar has many definitions and, given the situation of English as a foreign language (EFL), where the teaching and learning of English is unnatural in a classroom context, it would be imprudent not to pay particular attention. Grammar and its role in the second language classroom, because grammar seems to be the most noticeable component that English language learners can rely on. In other words, the teaching of grammar in an English classroom is fundamental to second language learning for most students (Saengboon & Panyaatisin, 2022).

7.6.2. Difficulties in Teaching Grammar

In a new language, grammar provides rules and structures for forming sentences in a language. Students are frustrated by grammar lessons and the use of the word "grammar". The above concept establishes in the minds of learners that grammar in any language is tedious and boring. The main cause of disinterest is because language grammar is a subject that is rarely taught in

an interesting way in the classroom, and teachers do not try to awaken students' latent abilities to do something creative and grammar-related (Javed et al., 2017).

7.7. Methods to Teach Grammar.

There are several methods to teaching grammar, each with its own advantages and disadvantages. Some of the most common methods are:

7.7.1. Deductive Method

According to Cotter (2023) The deductive method the teacher provides grammatical rules. It consists of presenting grammatical structures and generating language from the rules. Thus, the previous author said that the deductive method involves a more teacher-directed teaching style, in which grammatical concepts in English are explicitly presented to learners for examination. Allowing learners to perform grammar exercises to familiarize themselves with the topic being taught.

In addition, the deductive method is a more traditional educational approach in which students are initially presented with grammatical structures or rules. This allows students to gain knowledge of the rule before applying it, as they are exposed to the rule before its practical use. For example, if the focus is on the present perfect structure, the teacher would begin the lesson by saying, "Today we will learn to use the present perfect structure." Subsequently, a detailed explanation of the rules associated with this structure would be provided and students would perform various exercises to practice their application. In this approach, the teacher takes a central role in the class and is responsible for the thorough presentation and explanation of new material (Kolat, 2009).

7.7.1.1. Advantages of the Deductive Method

The proposed method offers several disadvantages, among which are the following:

- It is characterized by its direct and concise approach, which allows considerable time savings (Abdukarimova, 2021).

- It is highly appropriate for the intelligence and maturity of many adult learners, while recognizing the importance of cognitive processes in language acquisition (Abdukarimova, 2021).

- It provides the teacher with the flexibility to address linguistic points as they arise, avoiding the need to prepare extensive materials in advance (Abdukarimova, 2021).

7.7.1.2. Disadvantages of the Deductive Method.

The proposed method offers several disadvantages, among which are the following:

- Starting a lesson with a grammar presentation may be unclear to some students, especially at younger ages (Abdukarimova, 2021).

- Grammar explanation promotes a teacher-centered approach, characterized by a transmission style in which teacher explanation tends to take precedence over learner participation and interaction (Abdukarimova, 2021).

- This method reinforces the belief that language learning is reduced simply to the memorization of rules (Abdukarimova, 2021).

7.7.2. Inductive Method

When grammar is taught inductively, the teacher allows students to generalize from assumptions and create their own rules. That is, students implicitly generate rules and practice applying them to texts. The teacher's task is to provide a suitable communication environment. This method of teaching grammar involves presenting a series of examples to illustrate a particular concept, and hopefully students will notice in these examples how the concept works (Rudra, 2021).

On the other hand, inductive method is important because it involves students in the process of learning English grammar, since students have to develop the grammar structure and rehearse, prove and revise them, instead of memorizing them without any understanding. Therefore, teachers should promote the importance of inductive teaching in the classroom and encourage its use (Rudra, 2021).

Advantages of the Inductive Method.

The inductive method has some advantages, among which are the following:

- **Active Learning:** It is focused on the daily intervention of students in the classroom for better academic performance (Baker, 2024).

- **Critical Thinking:** Students are able to develop their intellectual and cognitive skills and abilities in order to solve problems by themselves (Baker, 2024).

- **Conceptual Understandings:** Through specific examples, students build a basic understanding and relate it to the ideas of the topic to be learned (Baker, 2024).

- **Student-Centered Approach:** This method is focused on the students building their own teachings by creating unique skills and abilities for their development (Baker, 2024).

- **Application in Real-Word Scenarios:** This method helps students to be prepared for different situations they may experience in the real world, improving their knowledge, skills and learning experiences (Baker, 2024).

7.7.2.1. Disadvantages of the Inductive Method

The inductive method has some significant aspects; however, it is important to mention some possible disadvantages:

- **Time-consuming:** Students perform activities where they explore and identify the structures of certain grammatical rules, thus requiring a lot of time and probably not possible to conclude with the lesson plan (Baker, 2024).

- **Limited Structure:** It refers to, having a limited structure some students may have difficulties with identifying which grammatical rule is involved, and require a tutor to guide them (Baker, 2024).

- **Potential Generalization Errors:** Due to the lack of knowledge of a subject, students may make mistakes in the development of an activity (Baker, 2024).

- **Varied Student Responses:** This method develops the student's imagination, so the learner can find different results that may interfere with the teacher's effective assessment (Baker, 2024).

It is important to mention that within inductive and deductive methods are often confused, for that reason is to show a table with some differences with both approaches (Baker, 2024).

Table 2.

Differences with inductive and deductive teaching methods.

Aspect	Inductive Teaching	Deductive Teaching
Approach	General statements generated from specific observations. For example: If the teacher has to differentiate between terrestrial, aerial and aquatic animals, she will show the students a picture of each kind like a cat, a crow and a fish. After that she will ask the students to figure out similar animals.	Particular statements generated from general observations. For example : In this case, the teacher will first explain the characteristics of terrestrial, aerial and aquatic animals and then give examples of each like a cat, a crow and a fish.

Learner Engagement	Students actively discover and explore material on their own.	Students receive information through lectures or instruction.
Suitable for	Often used with children and in informal settings.	Commonly used in structured academic environments.
Learning Experience	Experiment-like approach where students engage in discovery.	Lecture-style approach where students receive information.
Teacher's Role	Facilitator, guiding students in the process of discovery.	Instructor, providing information and guiding understanding.
Critical Thinking	Encourages critical thinking and problem-solving skills.	Provides opportunities for logical reasoning and analysis.
Knowledge Acquisition	Students construct knowledge based on personal exploration.	Students receive knowledge from the teacher or textbooks.
Flexibility	Allows for flexibility and adaptability in the learning process.	Follows a more structured and predetermined approach.
Application	Well-suited for fostering creativity and independent thinking.	Emphasizes the transmission of established knowledge.

Source: (Baker, 2024)

According to both concepts "deductive and deductive", when choosing the best approach for teaching grammar, it is essential to consider the students' needs, interests, and learning styles. By combining different approaches and using a more personalized and flexible approach, teachers can help students better understand and apply grammar rules in various situations.

7.7.3. Grammar Translation Method

For many years, language teachers have used the grammar-translation method, a really useful method in foreign language teaching. Initially developed for the teaching of classical languages such as Latin and Greek. This method emphasizes minimal interest in oral communication and listening comprehension, prioritizing the improvement of reading and writing skills as the main objectives (Benati, 2018). Thus, the previous author said that, grammatical translation is effective for students who wish to learn L2, and is known as a mental discipline. It is very effective for teaching and learning the grammatical rules that allow texts to be translated into a second or foreign language.

7.7.3.1. Advantages of grammar translation method

The proposed method offers several advantages, among which are the following:

- Students evidence a solid understanding of the meanings behind abstract words and intricate sentences (Khan, 2016).

- Mastery of grammatical rules enables them to understand the messages within texts, thus facilitating the production of grammatically correct sentences (Khan, 2016).

- A thorough knowledge of morphology and syntax enables students to analyze and solve problems effectively (Khan, 2016).

- The Grammar-Translation Method (GTM) requires less effort on the part of teachers and proves to be a time-saving technique by simplifying the explanation of vocabulary items, making it the most accessible approach to teaching (Khan, 2016).

7.7.3.2. Disadvantages of grammar translation method

The proposed method offers several disadvantages, among which are the following:

- This method is characterized by little interaction between teacher and students (Khan, 2016).

- Learners have difficulty expressing themselves in the target language (Khan, 2016).

- Unlike the conventional process that begins with listening, the grammar-translation method (GTM) starts with reading (Khan, 2016).

- Accurate translation from one language to another is presented as an impractical task (Khan, 2016).

7.8. Strategies to Teach Grammar

Teaching English grammar can seem like a really difficult task, perhaps even a little tedious. In this sense, some strategies to teach grammar to English students:

Contextualization: Integrate grammar into everyday situations and contexts. This helps students see the relevance and applicability of grammar (Riel, 2023).

Authentic materials: Use real texts, such as news articles, songs, or movie clips, to teach grammar. This provides variety and authenticity to the lessons (Riel, 2023).

Games and play activities: Incorporate fun games and activities that involve the practical use of grammar. Games keep students engaged and motivated (Riel, 2023).

Riel (2023) mentions different strategies for teaching grammar such as:

Incorporate songs

In the teaching of grammar, songs can be included depending on the verb tenses that are being applied in the class. In this way, the students' musical memory is put into practice to know which grammar is using (Riel, 2023).

Integrate opportunities for play

The use of dynamic games is essential to reinforce students' knowledge. You can include activities such as: board races that serve as a retention component of applied grammar (Riel, 2023).

Pair visuals with communicative opportunities

Adding games to grammar lessons can be very effective and engaging. You can use games to introduce new grammatical structures and reinforce learning (Riel, 2023).

Create context through role-playing

Apply the role-play with contexts that are being used in the classroom, using the grammatical structure to create situations that are similar to real life (Riel, 2023).

This research can provide valuable insights for teachers who wish to improve their grammar teaching strategies in the context of teaching English as a foreign language at the university level. In this sense, EFL grammar teaching strategies include training in the use of language learning strategies, a focus on blended learning that includes a communicative and a non-presential language teaching approach mediated by a computer application, and the development of self-access and web-based instructional units.

8. METHODOLOGY

8.1. Research Method

The approach of the present research was qualitative. Qualitative research can be defined as a type of field research that investigates real-world problems and provides deeper insights. Synthesize the experiences, perceptions, and behaviors of participants. Answer how and why,instead of how many or how (Tenny et al., 2022). Based on this concept, the qualitative approach was used, since it was necessary and feasible to take note of the comments mentioned by the teachers during the interview. In addition, a descriptive method was used to obtain complete and relevant information that would provide knowledge and information for future research. Finally, information was collected through an open-ended question interview directed to the teacher as it allowed to know the teacher's perceptions about the difficulties in teaching grammar in an EFL context.

8.2. Research Context and Participants

For this research, 3 teachers at Technical University of Cotopaxi in the academic period October 2023 - February 2024 are taken into account. The total population comes from those who give English classes in Pedagogy of national and foreign languages from the first cycle to the eighth semester. The researchers chose this population because English teachers teach grammar to their students every day, and the characteristics are in accordance with what the authors need to know about the difficulties that the professors have when teaching grammar. These educators are identifying with codes to protect their identity.

Table 3. Participants codes

Degree	Code	Genre
M.Sc	ET01	Female
M.Sc	ET02	Male
PhD	ET03	Male

Note. In this table are represented the different codes assigned to the participants

In this way, the personal information of the participants was encrypted in order to protect their integrity and maintain their identity in anonymity under the principle that the data collected will be used only for research purposes. Therefore, the code will be the means of identification of the participants in the investigative process. (See Table 3).

8.3. Data Collection and procedures

The authors selected the interview as the data collection technique for the purpose of this research. Mathers et al. (2000) define that interviews are an important method of data collection involving verbal communication between the researcher and the subjects. Interviews are usually applied for exploratory and descriptive research. Therefore, it helped to collect relevant data about the teachers' perceptions about the difficulties in teaching grammar in an EFL context.

The unstructured interview was conducted in person, using a telephone recorder to capture the opinions of the teachers, in an estimated time of 10 minutes, for every 3 teachers. In addition, following the ethical processes of the research, an informed

consent was provided to each of the participants in which the reasons and purposes of the research were explained, being important the free and voluntary participation of each teacher to achieve the proposed objectives. It was also explained that the teachers' participation would be anonymous, so their data would be protected and used only for research purposes.

8.4. Data Analysis

To analyze data from the unstructured interview, thematic analysis technique was used since this facilitates the identification, classification, and analysis of the data collected through unstructured open questions (Braun & Clarke, 2006). This technique was very important to collect accurate information related to the teachers' perceptions about the difficulties in teaching grammar in the EFL context, at Technical University of Cotopaxi.

As a first step, the researcher transcribed all the information from the semi-structured interview guide into a Word document avoiding omitting any details mentioned in the interview with the intention of becoming familiar with and obtaining an overview of the data. Next, the information was coded taking into account the key aspects and relating similar meanings (see annex 2). Next, themes were generated by recognizing patterns that allowed grouping several codes into a specific category. Subsequently, the researcher reviewed the themes to discard irrelevant information. Then, potential themes were listed and defined in terms of their meaning. Finally, the writing phase was carried out to analyze the data classified into specific categories in order to reach the objective of this research and draw clear conclusions. objective of this research and draw a clear conclusion.

9. ANALYSIS AND DISCUSSION OF RESULTS

Table 4. Categories about difficulties in teaching grammar

CATEGORIES	
Category A:	IMPORTANCE OF ENGLISH GRAMMAR
Category B	STRATEGIES TO TEACH ENGLISH GRAMMAR
Category C	CHALLENGES OF TEACHING ENGLISH GRAMMAR

*Source: Semi-structured interview guide. **Elaborate by:** Musuña, M., & Yugcha,J. N., 2024.*

Once the interview with the English teachers of the Technical University of Cotopaxi was conducted, it was possible to acquire information based on their perceptions of the difficulties in teaching grammar. The teachers interviewed have been teaching English for several years and have demonstrated their dedication and effort in the educational field. Thanks to the interview conducted, it is possible to acquire effective and favorable results for the development of this research. Since teachers are a very important element in the teaching of English grammar. Therefore, with the results of the interview it is possible to identify the diverse difficulties that the teachers have at the moment of teaching grammar. It is also possible to establish how they overcome these difficulties.

Category A: IMPORTANCE OF ENGLISH GRAMMAR

What is the importance of teaching grammar in an EFL context?

It is important to know grammar because it helps us to have a better grammatical use of the language and to produce the language correctly. It is also possible to have a correct structure when writing a text. And according to the interviewees state that:

Excerpts from the English teacher's interview:

> *It is important because students are going to be able to produce the language. (ET01)*

OK, it's such important because they are learning how to be English teachers and they have to master those kind of skills. (ET02)

So it is important because with the appropriate use of grammar, students can elaborate some specific writing compositions and also it helps you to understand some structures when they are trying to communicate something. (ET03)

Grammar teaching is very essential in all languages whether it is your first language or a foreign language, because people must use proper grammatical structures to produce correct language (Rossiter, 2021). For that, the interviewees mentions different aspects according to their opinions, where the grammar in EFL is very important to produce a correct language.

Do you think it is important to have grammatical knowledge to teach grammar?

Excerpts from the English teacher's interview:

Of course. So, the teacher first needs to know about how grammar rules are structures, how the language is a structure. So the teacher can explain the students a how they have to use the language in order to talk or to express something using the language. (ET01)

Yeah, so it depends the context. If you're, if you're learning English just to understand how to travel abroad, maybe it's not such important. The most important thing is how to communicate with others. But the thing is like, if you want to work as a English teacher, it's really necessary to put in practice the theory into the practice. (ET02)

Obviously, yeah. But first you have to know what are the different senses in a structure and based on that you have to planning some specific level of a strategies in order that the students understand what structure is or it's not appropriate in one specific situation. (ET03)

The teaching of grammar has an important role when learning the English language, therefore teachers require a solid foundation to explain effectively in order for the student to obtain the knowledge provided by the professor (Wang, 2010). On the other hand, the teachers' should have a basic knowledge about the grammatical rules of teaching. So that their students can understand and follow the grammatical structures of the language. However, one interviewee mentions that grammatical rules are important in the educational context, to give more

formality to the environment in which they are involved. But during a trip it is not so necessary to use grammatical rules when you are speaking.

Category B: **STRATEGIES TO TEACH ENGLISH GRAMMAR**

What strategies do you use to teach grammar in your daily classes?

Excerpts from the English teacher's interview:

> *I use a inductive method that is teach by context using examples reading or listening. Especially I use those activities that we have in the book, and I reinforce the activity explaining with examples on the board. (ET01)*

> *OK, strategies. OK, what I really focus on every day into my English classes is in the cooperative learning. Cooperative learning helps us to keep safe confidence while speaking. So that provides a the teacher more appropriate teamwork, more appropriate activities into the class where the students develop different kind of skills among them. (ET02)*

> *So in my building classes, what we use is the students put in practice what I'm teaching. It means that it's more practical than theoretical, so I prefer exercises based on the book I tried. The students communicate using the, the, the, the structure that they are learning. One example could be work in pairs. So I give them some specific structure or rules, and when they follow the rule and they try to create a specific composition, A short composition following the instruction that use the grammatical structure that we are learning in that time. (ET03)*

The use of methodological strategies is relevant in the teaching of grammar in the EFL context. As Gallego & Puentes (2007) has pointed out, the use of methodological strategies are important tools when learning English grammar, because it is used to easily teach a theme, using techniques that develop the cognitive abilities of students to identify their skills and vulnerabilities. For this reason, according to the interview teachers use different strategies such as: the inductive method, which is based on giving examples to students where they must identify which grammar rule they are using in a particular context. While another teacher uses "cooperative learning" as a strategy, which is based on working groups with structured

activities in grammar learning. And finally another teacher mentioned that he uses activities based on grammar development with specific examples and following grammar rules to create a specific text composition.

Which strategy do you think is the best for teaching grammar? And why?

Excerpts from the English teacher's interview:

I think giving examples is the best strategy because students can identify grammar rules. And also if they've done an analyze or identify the grammar rules by themselves. And you can explain a little bit some grammar rules to them. So I think that both things are really important when teaching grammar. (ET01)

OK, grammar translation method, maybe I will say because we really know to see how the structure is done. And yeah, grammar translation method I will say. (ET02)

The best strategy is that when the students put in practice because you just only teach grammar based on a specific rule set, subject very complement object, this is not appropriate. They need to put in practice. I means to be more interactive. They create their own specific dialogues, or maybe conversations, but not only writing do. (ET03)

According to the interviewees the best strategy for teaching grammar is to provide examples to their students. And putting them into practice so that they can identify and analyze grammar rules by themselves. With practice, learners can further develop their skills and recognize what grammatical rules the teacher is teaching, in order to have good writing skills in a formal text, making well-structured sentences. It has been argued that "teachers of English grammar should be aware of the recent studies on grammar in order to present the best strategy that can be used to enhance students' awareness to get more benefits and understand the subject in an easier way" (Hamza et al., 2022, p. 7).

Do you think it is more effective to teach grammar in isolation or integrated with other language skills? Why?

There is agreement among teachers, as most believe that teaching grammar integrated with other language skills is more effective, because it promotes a deeper understanding of grammar,

increases students' motivation and equips them with the skills necessary to communicate successfully.

Excerpts from the English teachers' interview:

I think that teaching grammar isolation is not a good idea because a student's not learning, by the if you use in context of you connect with another skills, so it is more productively because students are going to be able to use the language for a specific purpose. If there is no purpose, students are not going to use the language.(ET01)

OK, when something is isolated, maybe it doesn't work at all in my point of view. But I consider when we integrate more kind of things, the knowledge is going to be harder, stronger, OK, because you're not just a teaching or training to your students into grammar, you are training them in order to have the four skills, the four English skills, well developed. OK, So it's very important to recognize how to work with speaking, how to work with listening, with reading, and with the writing.(ET02)

So I think it's not a good teach grammar in isolation. As I told you before, you need to to teach grammar in context. One approach to teach grammar is lexicalized grammar. It means that based on what students are hearing, they both sides learn vocabulary and put vocabulary in

connection with grammar. (ET03)

In this sense, grammar should be addressed in meaningful communicative contexts as one element of language proficiency. Instead of focusing on grammatical rules and sentence diagramming, teachers should guide learners towards understanding how grammar works (ACTFL, 2024). This research agrees with the results obtained as we also found that teaching grammar in context can be more effective as it helps learners use language communicatively and understand how grammar works in real-life situations.

What type of teaching resources do you use to teach grammar in your classes?

Within this aspect, the three teachers agree that the most used resources to teach grammar are: the whiteboard, the Cambridge platform, the English book, the projector, websites such as

canva. Allowing students to have good resources to approach grammar teaching effectively, from traditional methods to the use of technology and multimedia.

Excerpts from the English teachers' interview:

I use the book and I use the platform and I use examples on the board I don't use like games, and I use games to make them practice the grammar. (ET01)

We usually, through our experience, we usually use a Cambridge platform, which help us with exercises, with examples in context with the real life and also things about culture. We can speak about any kind of language if we don't know how the culture is. (ET02)

The most common is of the book, then I use the data projector because we are using the platform by means that the campus platform and then we were into canvas platform. And I think that I assigned some specific exercises, examples and when they come to classes, we check and solve some specific difficulties about each topic. (ET03)

Similarity, Madrid (2021), states that there are a variety of resources available for teaching, each with its specific characteristics and applications. Among the most commonly used resources are the whiteboard, projector, transparencies, digital projector, textbooks and practical exercises. These resources can be both visual and auditory, some require passive participation on the part of the students, while others are interactive and encourage greater participation. In addition, Madrid stresses the importance of putting learners in contact with real-life situations, such as interacting with native speakers, as an effective way to improve communicative competence.

Category C: CHALLENGES OF TEACHING ENGLISH GRAMMAR

Which grammar rule is the most difficult to teach and why?

In this sense, the search results provided information on the difficult aspects of English grammar, highlighting the complexity of certain grammatical rules of the language. In addition, the complexities of English grammar, such as irregular verbs , report speech and noun cases, contribute to the overall difficulty of mastering the grammar of the language.Therefore, English

may seem easier at the basic level, but it becomes more difficult as learners encounter these complex grammatical rules.

Excerpts from the English teachers' interview:

In the first level, I considered the past tense a little bit difficult, but not really the grammar. I think that it is difficult to teach them how to pronounce verbs, especially regular verbs. So I think that that is the most difficult one (ET01).

Everything is difficult because students need to master everything because they are going to work with people. They are going to teach the foreign language to others. That's why they have to master everything. I'm not going to say that just any specific one is the best or is the difficult because each of the the grammar structure have their pros and cons. So maybe for me it's going to be a report speech difficult, but for my students it's going to be kind of busy (ET02)

Could be reported to the speech because, you know, the students need to restructure what one person said and pass the information to the other one, and then they need to use some specific structures. That I think is difficult because they need to know what they need to recognize in what a structure is, and then to transport or write or restructure in order to tell what the person says to order using similar structure (ET03).

According to Suthathip & Rhee, (2013), mentioned that, the perception of grammatical difficulty is linked to the understanding of whether the rules describing the formation of linguistic features are simple or complex, as well as to the frequency with which learners encounter these structures in their daily lives. Some structures, such as the use of passive voice, report speech, aspectual verb tenses, and prepositions, were clearly considered more difficult by Thai learners than by English teachers.

What difficulties have you faced when teaching grammar and how have you overcome them?

Teaching grammar can pose several challenges to language teachers, especially when dealing with adult learners. Some of the difficulties they face include addressing diverse learning styles

and proficiency levels, finding engaging and relevant ways to teach grammar concepts, and overcoming past negative experiences with grammar teaching.

Excerpts from the English teachers' interview:

Difficulties in teaching grammar? I think that I haven't had those kinds of difficulties in teaching grammar. No, I don't have problems teaching grammar. (ET01)

OK, well, I have a face in my classroom. In my EFL classroom with my students, they use the translator all the time. That is the most difficult thing that we could find in our EFL classroom because they don't develop their skills in their minds. That is the most difficult thing that we could find in our EFL classroom because they don't develop their skills in their minds, okay. They develop their "I don't know" their knowledge through something which is not the report, okay they use technology in order to learn, but this is not for forever is going to last for a short period of time. (ET02)

My difficulties when I teach in grammar could be the we don't have the appropriate resources, it means we have just only the board, I mean the Blackboard than this I need to create my own material in order that students learn or keep the ideas isn't my side but on the other side for my students is that they have a lack of proficiency, I think the level that they are is not appropriate for that class. So it means they need to have more knowledge about some specific aspects, but basically language because if they don't understand the language, they barely understand the grammar. Yeah, the same thing for my students. (ET03)

Similarity, Al-Mekhlafi & Nagaratnam (2011), mentioned that communicative activities, whether written or oral, pose great difficulties for learners to learn grammar and improve grammatical accuracy, with written activities proving more challenging than oral activities. It can be inferred that the teachers surveyed might be seriously concerned about the lack of sufficient attention to form in purely communicative activities or tasks to develop learners' grammatical knowledge. Practicing language as communication in real-life tasks might not provide enough opportunities for learners to improve their grammatical knowledge. In this sense, it is necessary to provide explicit instructions, examples and many opportunities to practice and receive feedback that can help students improve their grammatical knowledge. It

is also beneficial to use technological tools such as grammar checkers and online quizzes to supplement instruction.

How do you assess students' grammatical comprehension?

Excerpts from the English teachers' interview:

I asked them to practice, to write some activities. For example, if we are talking about simple past, so they have to describe the last vacation so they connect their knowledge, something that they know with grammar and also I use games also to make them practice and speaking activities where they can describe something and they have to use the grammar that they are learning. (ET01)

Okay, I have I have been working with different kind of strategies and techniques, and, I like to use my own rubric. The rubric that I use is from Cambridge Cambridge university. Okay, these, these, these rubric helped me to assess to my students in the most correctly way in order to providing the correct feedback. Okay, so throughout this kind of rubric, I can help them to improve their knowledge. (ET02)

Finally, using the book, I decided or divide the class and maybe in pairs or personal or in groups or small groups. And then I provide some specific tasks that creating sentences or structures or maybe just fill the gaps and when they finish I evaluate in that case, what is their specific word following the structure that they comprehend the tasks and then I evaluate it, they understand the grammar or no understand the grammar for example, you to the class, we had a specific class that was unreal situations, we using if, and we wrote four questions on the board. And they need to create in a speaking, the structure for example, their question was if you were president, and what would you do? in that situation, and they need to create a real situations and some responses and I mean, why is the reason that you give that response And then I think that I evaluate that they understand or not understand. (ET03)

The use of grammatical rules is fundamental when learning a new language, in order to have good communication with other people and to develop academically. For that same reason, it is important to have the knowledge to evaluate students correctly. Therefore, the interviewees

mentioned different ways they use to evaluate their students. Since it is a daily challenge they face especially when you are not a native speaker. In the interview it was mentioned that they assess their students by giving a specific topic in which they have to use the correct grammar when talking about that topic. They use group work, providing specific examples of the tasks. They also indicated that they use a rubric to assess grammatical knowledge, reflecting whether the students understood or not understand.

10. RESEARCH IMPACTS

This study has an impact on education because, it contributes to society by providing quality and coziness education, which allows people to use proper language when speaking, applying the correct use of grammar, expressing more formal sentences, allowing society to benefit from this information.

In addition, this project has a positive impact on the educational field in the context of EFL. It provides a more general overview about the difficulties of teaching grammar, and how teachers are overcoming this problem in the classroom with students. Therefore, it provides valuable information on how to cope with these difficulties in the teaching-learning process of English grammar. In this way teachers and all educational personnel can reform their classes by knowing useful strategies that can be applied to their students to improve grammar skills when teaching grammar. Enabling students to use grammar correctly when communicating in written and oral form.

11. CONCLUSIONS

Based on the research topic, we collected important information from relevant theoretical concepts about the perceptions teachers have regarding the difficulties of teaching English grammar. It was necessary to analyze these concepts to identify the teaching process strategies, materials and challenges faced by teachers and how to overcome them in order to have a comprehensive educational knowledge. In addition, these concepts include the most common methods and strategies to apply in teaching grammar, which provides support for the teacher.

There are a variety of difficulties in teaching English grammar. According to three categories such as: Importance of English Grammar, Strategies to Teach English Grammar and Challenges of Teaching Grammar, it concluded that the dialectal differences influence the teaching of a English as Foreign Language, due to the difficulties of complexity represented by the correct use of structural rules, as well as linguistic insecurity, which prevents students from developing their cognitive skills.

Once the results of the interviews with teachers at the Technical University of Cotopaxi were obtained, it was determined that teachers have certain difficulties when teaching grammar in the EFL class, one of them was the lack of teaching materials and on certain topics such as reported speech. For this reason, teachers choose to use methods related to teaching grammar with different strategies to put students' knowledge into practice.

12. RECOMMENDATIONS

Based on the first conclusion, the researchers recommend that it is important to be aware of the methods and strategies that exist for teaching grammar because teachers can implement them in their classes with activities that help in the development of English grammar.

To overcome these difficulties, it is important for English teachers to adapt their grammar teaching to the needs and interests of each learner and to offer a variety of effective activities, materials and methods, such as explicit grammar instruction, continuous practice and constructive correction. In addition, it is essential that students receive support and guidance throughout the learning process.

Teachers can use teaching-learning strategies that facilitate grammar learning in an EFL context. These strategies can include teaching grammar through games, teaching grammar through books and stories, and teaching grammar through collaborative and cooperative activities. In addition, the help of a multimedia resources, such as videos, audios, and animations, can help students better understand grammar. Finally, teachers can encourage practice and application of grammar in real-life situations. This can include reading authentic texts, writing letters and emails, and engaging in online or face-to-face conversations.

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