

# The role of teachers' instructional strategies on the teaching of grammar in English as a second language

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## Abstract

Using qualitative multiple case study research design, emanates from constructivist worldview, this study explores the role of teachers' instructional strategies on the teaching of grammar in English as a second language. Data were collected through interview schedule and field notes in which a criterion purposeful sampling technique was used to select 40 teachers from 40 schools. Data analysis was conducted using thematic analysis, typological analysis and content analysis using Atlas.ti and MAXQDA. The study found that instructional strategies play important roles on the teaching of grammar. Teachers should study and learn the application of instructional strategies, apply strategies to optimise success and enhance the teaching of grammar. Teachers should integrate elements of instructional strategies to support the teaching of grammar. Instructional strategies enhance and promote the teaching of grammar.

**Keywords:** Teachers instructional strategies, teaching of grammar

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## 1. Introduction

The research finding by Almadani (2025) has indicated that instructional strategies of teaching grammar in English second language has been using audiovisual, authentic materials, providing relaxed atmosphere and/or using intrinsically motivating procedures. According to Ejajo (2025), designing grammar activities in the form of the role play, drama and drilling require maximum responses from students, creating chance for students to communicate to each other in the real-life context. The research finding by Woymo et al. (2024) recommend that teachers should use Communicative Language Teaching (CLT) to teach grammar. Additionally, in Dereje (2021), they should develop authentic material; create activities and tasks which promote instructional strategies in teaching grammar whereas Khalil and Kholofelo (2020) posit that students should participate actively in activities and tasks in grammar classrooms.

According to Maulina et al. (2021), in using CLT English teacher pay attention to both processes and goals of learning aiming to develop students' communicative competence. In Roeder et al. (2020), CLT recommends that English teacher should use English language teaching in context. In Billah (2020), CLT applies new teaching methods and creates diversity teaching process. And according to Dawadi et al. (2021), the success in language teaching depends on giving attention to basic language skills of reading, writing, speaking, and listening to enable students to express ideas in target language. In Shapaka (2024a), this approach is a way of accommodate language learning to a very unfavourable environment in the classrooms. According to Shapaka (2024b), if students fail to communicate in the target language, then the role of language teaching may not achieved its goal.

Esayas (2019) argues that although grammar is considered as one of language usage that teachers should teach, it is widely noticed that majority of teachers lack instructional strategies to teach grammar in English as a second language. Fekadu and Hussen (2019) explain that grammar is the process of building and sharing meaning through the use of language usage, language use, verbal and/or non-verbal symbols; a crucial part of second language learning and/or teaching. Namaziandost et al. (2019) then posit that despite its importance, grammar has been neglected to some extent. Mart (2019) further explains that English teachers have continued to teach grammar as a repetition of drills or memorisations of language usage.

According to Ratnasari (2019), today's world requires the teaching of grammar to help students to improve their communicative competence to help students to express themselves, learn how to follow social and/or cultural rules in each communicative circumstance. In Arjuna and Rozimela (2020), the main reason of teaching of grammar is to allow students to become communicative competent. And according to Billah (2020), students in English language teaching do not only learn to make grammatical correct sentences but also to develop the ability to use the language they learn for various communication purposes.

Research finding by Dereje (2021) has indicated that teaching grammar is very important in language teaching to enhance communicative efficiency. Esayas (2019) posit that grammar, like other language usage, have their own goals, to achieve these goals, teachers need to use many strategies in the classrooms. Mart (2019) further explain that it is very important to have a clear understanding and firm grasp of the wide range of techniques and procedures to teach grammar.

In studies such as Namaziandost et al. (2019) and Ratnasari (2019), grammar is a means through which the meanings in socialising with others in and outside the classrooms should take place. According to ALqahtani (2019), to realise the teaching of grammar in a target language, not only being a graduate in the teaching of a second language may be seen as a guarantee for teaching grammar effectively. According to Moskovsky (2019), a graduate need to follow instructional strategies obtained from carefully conducted research findings, empirically observed experiences from teaching grammar. In Kassu (2019), assessing instructional strategies of teaching grammar is fundamental to enhance students' communicative competence.

According to Waluyo and Wangdi (2024) and Xu et al. (2021), in order to develop grammar, instructional strategies of teaching grammar should be identified, practiced and improved using methods and techniques. However, in Woymo et al. (2024), grammar seems to be neglected and in most cases, grammar seem not be taught in the right way. Zare et al. (2021) explain that these anomalies came as a result of some teachers' misunderstanding and inability to teach grammar and ignorance of its importance. And according to Yenkimaleki and Van Heuven (2022), some teachers are not good English users and those who cannot use grammatical correct sentences are unlikely to teach grammar effectively. In Bežilová (2024), English teachers need to create and promote a safe environment to enable students to talk, and to providing them with social

context required by changing from dominator and commander's roles into organiser and explorer's roles (Shapaka, 2025a).

Oshana Region statistical results for 2023 overall performance have revealed that only 23.1% qualify for tertiary institution. The results for English second language revealed that only 65.1% were graded A-D. By comparison with the other languages that offered, Afrikaans overall score is 100%; Oshindonga overall score is 82.3%, whereas Oshikwanyama overall score is 91.4% (Ministry of Education, Arts and Culture [MoEAC], 2024). These statistical results suggest that only 65.1% who were graded A-D in English second language qualified for tertiary institution.

The purpose of this study is to address gaps in existing empirical findings by exploring the role of teachers' instructional strategies on the teaching of grammar in English as a second language. This study expands on the previous efforts of quantitatively estimating the effects of grammar on student outcomes by considering the previously neglected instructional strategies. Several studies (Khuong & Thi, 2025; Stathi & Mastrothanas, 2025) have specified the effects of grammar on student outcomes. Non-academic writing and policymaking efforts have been intensified trying to link different types of grammar on student achievement (Sun & Révész, 2021). Therefore, the need for empirically investigation on the teaching of grammar in English as a second language is warranted. Based on the Oshana regional directorate, many schools are poorly underperformed (Shapaka, 2024a; United Nations Children's Fund [UNICEF], 2015) leading to poor academic performance. Considering above, this study sees an urgent need to investigate the role of teachers' instructional strategies on the teaching of grammar in English as a second language aiming to explore the role of teachers' instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia.

The main primary research questions the study explored were:

- Which instructional strategies are used by teachers to teach grammar in English as a second language?
- What instructional strategies do teachers use in Oshana Region?
- What existing grammar teaching is in the Oshana Region?
- Which existing instructional strategies enhance grammar teaching in the Oshana Region?
- What existing grammar teaching is associated with instructional strategies?

## **2. Literature review**

### *2.1 Communicative language teaching approach*

Research literature (Kodirovna, 2024; Octaviani et al., 2024) has shown that CLT encourages communication interaction in the classrooms to strengthen students' language skills, helps them to practice a second language in real-life situations. Yenkimaleki and Van Heuven (2019) argue that although CLT concerns itself mainly with teaching of the meaning, listening, and speaking, grammar instruction is also important in helping students to use English very accurately. And according to a study by Abahussain (2016), one of CLT aims is to develop students' grammatical competence. Therefore, in Almadani (2025), English teachers need to provide the feedback on grammatical structures, correct student grammatical errors in class, as learning meaning without

grammar leads to the articulation of incorrect and/or incomprehensible utterances, which causes misunderstanding and miscommunication between listeners and speakers.

Following the views of English Foreign Language (EFL) researchers (Alqahtani, 2019; Baillo et al., 2025), grammar instruction needs to be incorporated into CLT. However, according to a research studies by Estrada (2025); Tran and Thu (2025), many English teachers face challenges in applying CLT in grammar classes. First, the lack of materials and practical knowledge about teaching grammar in CLT classes lead many English teachers to prefer traditional methods for teaching grammar. Second, some English students and their parents opt for a traditional approach instead of CLT because they prioritise high grades over acquiring communicative skills. Third, some students prefer traditional teaching methods in EFL classrooms because they do not want to interact with the teacher and other students, fearing they may make errors in front of them (Shapaka, 2025b).

Studies such as Anh and Toan (2025); Trang (2025) argue that although communicative teaching approach is widespread nowadays, many English teachers still lack accurate knowledge about it. Stathi and Mastrothanas (2025) have also noted that while some English teachers may have theoretical knowledge of approach, most lack practical knowledge unable to distinguish between communicative activities and/or tasks which belong to other teaching approaches. Kasso (2019) further explains that many English teachers avoid using CLT for several reasons. First, adopting the CLT can lead to classroom mismanagement challenges. Second, English teachers argue that the class is hard to manage when all students interact and communicate. Third, many parents and students believe CLT will not help students achieve high scores on midterm and/or final exams; therefore, many teachers focus only on teaching material considered important for exams and/or disregarding communicative tasks. Fourth, some teachers, especially those who teaching English as a foreign language, have struggled to explain certain ideas or communicate effectively with students due to limited proficiency. As a result, they avoid using CLT and/or employ traditional approaches instead. Fifth, some English teachers are very reluctant to shift from teacher-centred to student-centred approach. Sixth, many English teachers do not use CLT because students are too reluctant to speak in class. However, according to Abad (2023), instead of blaming English Second Language students (ESL)/EFL students, English teachers should find suitable ways to encourage students to talk and to discuss in the class. In Abdelgawad and Selim (2022), one such strategy is to use referential questions, which are very similar to those encountered in real-life situations. Abdullah et al. (2024) explain that although some teachers face challenges when using this approach, some find it very helpful for developing students' linguistic competence. Arfanti and Risnawaty (2021) explain that once teachers learn to adapt to, rather than simply adopt CLT, teachers can overcome many teaching challenges whereas according to Arochman et al. (2023), instead of ignoring the communicative approach, teachers can blend traditional approaches with the CLT.

Several studies such as Chanratana et al. (2024) and Chung (2023) have indicated that ESL/EFL students have accustomed to teacher-centred approaches and hold similar views about CLT, felt uncomfortable doing communicative tasks whereas according to Eragamreddy (2024), their shy personalities have prevented them from participating and/or talking to others in the classroom. In Fenyi et al. (2021), linguistic factors form

students' negative perception toward CLT. Hamuda et al. (2023) further explain that students struggle to communicate in class because they are unable to express ideas or notions very correctly. Hoang and Yen (2024) have argued that the lack of communication strategies and fear of making errors in front of their colleagues are other factors that contributed to their negative attitudes toward this approach.

Various studies such as Latupono and Nikijuluw (2022); Muhammad and Batubara (2023) have also noted that students prefer non-communicative tasks more because they believe that it helps them do better in examinations. According to Ortega and Contreras (2021), students who depend on grammar translation methods obtained higher test scores than students taught through the CLT and some students are not motivated to learn English through communication since opportunities to practice a target language outside classroom are rare. In Saeedi (2023), lack of communicative teaching materials is another factor contributing to students leaning toward traditional approach. However, in Saleh and Althaqafi (2022), some EFL students prefer both communicative and non-communicative activities and/or besides favouring error correction and audio-lingual drills, they enjoyed group work and classroom discussion.

Studies among others Skripsi (2024) and Waluyo and Wangdi (2024) have revealed that English teachers are familiar with implicit grammar instruction, almost all focus on form-based approach and explicit teaching methods. According to Woymo et al. (2024), English teachers believe that grammar instruction is useful for minimising students' flaws and errors. Xu et al. (2021) explain that they usually start their classes by explaining grammatical rules, writing these rules on board, and then asking students to practice through gap-filling exercises, substitution drills or repetition activities. In the Namibian context, most teachers incorporate Oshikwanyama in English classes for the two main purposes. Some teachers use Oshikwanyama to facilitate grammar instruction (Shapaka, 2024a). Other teachers use Oshikwanyama only to manage the classes when delivering important notices (Shapaka, 2024b). And during instruction, teachers do not forget to provide grammar terminologies and provide direct feedback to students (Shapaka, 2025a).

Several studies such as Yenkimaleki and Van Heuven (2022) and Zare et al. (2021) indicate that EFL teachers usually adopt one of the two methods. Some teachers prefer a deductive, explicit teaching method which depends on presentation, practice, and production. Other teachers follow inductive, implicit method which is based on exploration, explanation, and/or expression. Studies such as Kodirovna (2024); Khuong and Thi (2025) have identified several reasons for popularity of traditional grammar teaching. One reason is lack of time; many English teachers feel they do not have enough time to implement communicative approach in a 35-minute class. They believe that the traditional grammar teaching methods are more effective for a half an hour class. Some teachers lack enough theoretical and practical knowledge of the new teaching methods due to outdated university educational system and the absence of systematic formal training. Teachers feel that Ministry of Education does not supply them with updated materials such as textbooks and as a result, they only focus on grammar teaching (Shapaka, 2025b).

However, according to Sun and Révész (2021), in some context, students find the English classes more enjoyable as they become more interactive. In Bežilová (2024), some English teachers and students find CLT beneficial, noting its effectiveness in enhancing students' English skills and communicative competence by allowing them to practice the English language in the real-life situations with greater accuracy and fluency. According to Octaviani et al. (2024), by applying this method, students use English for several purposes, including narrative writing, conversation, interviews and/or reports. However, according to Yenkimaleki and Van Heuven (2019), most of teachers in both public and private schools prefer traditional teaching approaches which focus on immediate feedback and heavily rely on traditional examinations as assessment tools.

Research literature (Alqahtani, 2019; Moskovsky, 2019) show that many EFL teachers struggle with low language proficiency; as a result, they have faced difficulties in starting a conversation, communicating with students or negotiating meaning. According to Abahussain (2016), students too do not feel comfortable using communicative tasks as they have accustomed to traditional activities. In Almadani (2025), big numbers of student in one class makes it difficult for teachers to implement communicative approach. Baillo et al. (2025) have explained that the inconsistency between CLT tasks and the format of midterm and final exams further demotivates teachers and students in using this approach. Ejajo (2025) further posits that using commercial CLT textbooks which do not pay attention to Oshikwanyama values discourages EFL teachers from favouring them. According to Assalahi (2013), many teachers do not possess enough knowledge about new teaching approaches and/or foreign cultures, and as a result, they prioritise traditional grammar instruction. Estrada (2025) further argues that while many teachers adopted this approach at the beginning, due to various reasons, they reverted to the traditional grammar-translation method. Bahumaid (2013) has further noted that many EFL teachers have used communicative approach syllabus and materials mainly focused on teaching beginners' native speakers and ESL students. However, according to Tran and Thu (2025), these materials have proved too advanced for some EFL students, especially those with very low English abilities. According to Chowdhury (2014), most first-year EFL students are struggling with communicative tasks due to their low English proficiency level. And according to Anh and Toan (2025), some of the students are not able to differentiate between English alphabet letters and/or their corresponding sounds. And as a result, teachers have returned to traditional approaches since they found the CLT not helpful enough to improve English learning or assess students' progress.

The existing literatures like Moskovsky (2019); Trang (2025) acknowledge the growing interest in adopting CLT as challenging, but not impossible. Several studies (Nalliveetil, 2014; Stathi & Mastrothanas, 2025) provide notable evidence for successful implementation of the approach in EFL classes. According to Wang (2013), EFL teachers need different types of training, including English and teaching method courses. Abad (2023) explains that this also involves selecting only certain tasks which suit the course objectives. Abdelgawad and Selim (2022) have suggested that both EFL teachers and academic administrators are encouraged to increase parents' and students' awareness of the CLT while developing traditional assessments into new ones, consistent with the CLT, such as writing portfolios. Abdullah et al. (2024) further explain that freedom should be granted to EFL teachers to choose syllabuses which match students' language levels and needs. Arfanti and Risnawaty (2021) also suggest that remedial classes and technological facilities must be provided to help students to develop

foreign language skill, while primary phase EFL English curriculum should be better aligned with the secondary phase EFL curriculum.

### *2.2 Instructional strategies and the teaching of grammar*

Research literature (Hoang & Yen, 2024; Latupono & Nikijuluw, 2022) have recommended instructional strategies to teach grammar appropriately in context. According to Muhammad and Batubara (2023), CLT introduces new teaching methods, creating a diversified teaching process. And in Ortega and Contreras (2021), the success in teaching grammar depends on giving proper attention to all basic language skills of reading, writing, speaking and listening. In Saeedi (2023), the very main purpose of teaching grammar is to enable students to express their ideas in a target language.

However, according to Saleh and Althaqafi (2022), although grammar is considered as one of the language aspects that teachers should teach via CLT, it has been widely noticed that teachers have faced lack of the instructional strategies to teach grammar via CLT in English classrooms. Skripsi (2024) explains that grammar is the process of building and sharing meaning through the use of verbal, non-verbal symbols, it is a crucial part of second language learning, and teaching. According to Waluyo and Wangdi (2024), despite its importance, grammar has been undervalued and English language teachers have been continued to teach grammar just as a repetition of drills or memorisations of grammatical rules.

The existing literature (Woymo et al., 2024; Xu et al., 2021) acknowledge that today's world requires that goals of teaching grammar should improve students communicative skills to enable them to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstances. Yenkimaleki and Van Heuven (2022) argue that the goals of teaching grammar are to help the students to become communicatively competent. According to Khuong and Thi (2025); Zare et al. (2021), students in English language learning do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes. Sun and Révész (2021) have noted that teaching grammar through CLT is a very important part of language teaching. Kodirovna (2024) further explains that it enhances communicative efficiency and to achieve these goals, Bežilová (2024) argues that teachers use instructional strategies to teach grammar appropriately in context using a wide range of techniques and procedures for teaching grammar via CLT. Octaviani et al. (2024) further explain that CLT approach is a way of accommodating language learning to unfavourable environment of the classrooms. And according to Trang (2025), it is for this reason that many researchers have decided to explore the teachers teaching instructional strategies which promote the teaching of grammar via CLT in English classrooms.

### *2.3 Systemic challenges associated with the teaching of grammar*

Various systemic challenges associate with the teaching of grammar in EFL teachers. According to Arochman et al. (2023), some English teachers have been using inappropriate methodologies in teaching grammar. In Chanratana et al. (2024), one of the challenges of English use has been a problem in English language education. In Chung (2023), the faulty methodological approaches have been one of the mentioned problems of language

education. According to Chung (2023), how best to approach the teaching of grammar has been a main focus of methodological debate. In Fenyi et al. (2021), that is why many researchers become insightful to this area and pioneer to fill this gap.

According to Hamuda et al. (2023), recent theoretical perspectives on language instruction have given excessive reaction on the weaknesses of grammar based approach and strengths of CLT. In Hoang and Yen (2024), issues in traditional teaching methods such as error correction, explicit teachings of grammar have been disregarded. Latupono and Nikijuluw (2022) have also noted that the centre of attention in language education has been shifted from structural properties of language to the understanding and/or expression of the meaning. In Ortega and Contreras (2021), communicative language syllabus that has been utilised due to the attention shift from language structure to the meaning has neglected grammar instruction. In Saeedi (2023), although CLT has been emphasising on meanings and the use of target language, its effectiveness is in question and it seems it could not achieve its goal of achieving communicative competence alone.

However, in Saleh and Althaqafi (2022), combining communicative language use with grammar instruction provides favourable advantages for students to recognise language patterns in context and use them for meaningful communication. Studies, among others, Skripsi (2024) and Waluyo and Wangdi (2024) have revealed that if students attend to form within communicative practice, they obtain information pertaining to language form by means of form-meaning connection and use it for expressing messages. According to Woyomo et al. (2024), the attention given to English language worldwide and its aims of building communicative competence have paved favourable advantages for EFL teaching to achieve its objectives. In Xu et al. (2021), roles of Form-Focused Instruction (FFI), integrated with communicative grammar instruction on students' pronunciation and grammar is crucial. According to Shapaka (2024a), studies relate to pronunciation, CLT, and FFI have already carried out. For instance, Mart (2019) has studied comparison of FFI, content-based and mixed approaches to literature-based instruction to develop students' language skills. Shapaka (2024b) has indicated that language learning via combine form and content has brought essential knowledge and skills necessary for communication development. Yenkimaleki and Van Heuven (2022) have studied the role of FFI on intermediate EFL students' grammar learning in the task based language teaching. Yenkimaleki and Van Heuven (2022) have indicated that the reactive FFI in comparison with pre-emptive FFI provides excellent means for developing the ability to use grammatical knowledge in context and majority of pre-emptive FFIs are initiated by teachers rather than the students. Zare et al. (2021) have studied relationship between EFL teachers' experiences, perceptions and/or practices pertaining to integration of explicit grammar instruction into CLT classrooms. Zare et al. (2021) have indicated that agreed implementation of CLT and the moment of explicit grammar instruction is critical. However, according to Shapaka (2025a), scholars held differing views on whether or not explicit grammar instruction constitutes a violation of CLT.

According to Kodirovna (2024) and Khuong and Thi (2025), there have been different gaps in previous studies. First, a methodological gap has been noticed in most of the previous studies. In Shapaka (2025b), most previous studies have employed survey research with mixed method type for grammar instruction and quasi-experimental research study type using quantitative research. Second, earlier studies have employed either a very single FFI

technique or two/three to compare their roles but they have failed to integrate FFI with communicative grammar instruction. In Sun and Révész (2021), previous studies have tried to find roles of FFI on students' pronunciation in general without assessing its components in their research.

In Bežilová (2024), it appears few researches have been conducted on the roles of form-focused communicative grammar instruction on students' pronunciation and grammar teaching in English as a second language. According to Octaviani et al. (2024), the findings of some studies are not supporting each other and some of them have been standing to the contrary. However, according to Yenkimaleki and Van Heuven (2019), some studies have primarily been inspired by practical, conceptual, methodological and/or contextual controversies and merely have made decisions to carry out their study.

#### *2.4 Existing support mechanisms associated with the teaching of grammar*

Empirical literature (Almadani, 2025; Ejajo, 2025) have revealed that using audio visual aid as a media in the teaching of grammar via CLT classroom can be helpful to teachers. According to Woyomo et al. (2024), audio visual aid is a tool to support the teaching that is used as medium in instruction to deliver materials to students. Dereje (2021) explains that audio visual aid includes audio aid, visual aid, and audio visual aids. Khalil and Kholofelo (2020) further clarify that audio aids are media that can be listened to such as radios and cassettes while visual aids are media that can be seen including pictures, graphics, models and slides. Maulina et al. (2021) further posit that instructional media that involve senses of sight and hearing are named as audio visual media and the list includes movie, video and television and they play a great role to teach grammar via CLT in classroom

The extant literature (Billah, 2020; Roeder et al., 2020) have shown that the use of audiovisual materials give teachers opportunity to promote information and introduce students to various materials for analysis and interpretation of teaching grammar via CLT. But, according to Dawadi et al. (2021), schools seem lack audiovisual materials. In line with Shapaka (2024a) scholarly views, rise of CLT combine with advances in technology has led to many options for teaching grammar in context and focusing on communication. Esayas (2019) has argued that teaching grammar via CLT has thus moved beyond memorisation of rules and is more firmly situated in helping teachers to develop teaching for communicative competence, necessitating tasks which allow for noticing and consciousness-raising of communication.

Research literature (Fekadu & Hussen, 2019; Shapaka, 2024b) have acknowledged application of audiovisual materials in teaching grammar and/or ensures authentic language input to students. According to Namaziandost et al. (2019), applying content related audiovisual materials helps teachers to teach communication competence and get in-depth CLT to teach grammar. In Mart (2019), materials provide stimuli to teachers which facilitate an opportunity to the teachers to get background schemata of the students. Ratnasari (2019) also explains that the use of audiovisual materials helps teachers to have an idea of the asset and measure pattern of teaching grammar via CLT. In Arjuna and Rozimela (2020), audiovisual materials offer language teachers provision to see dynamics of communication since such materials are widely available via CLT. According to Billah (2020),

using audiovisual aid as a media in teaching English as a second language can be helpful to teachers. Dereje (2021) explains that it is a tool to support learning which is used as medium in instruction to deliver materials to students via CLT. Nevertheless, in Esayas (2019), audiovisual materials which support the teaching of grammar via CLT in English classroom are not always available.

The existing literature (Mart, 2019; Namaziandost et al., 2019) support the use of real objects for enhancement of practical communication ability. And according to Ratnasari (2019), teaching grammar using the real objects is very useful that creates many benefits for students to enhance communicative competence. In ALqahtani (2019), efficient real object leads to accomplishments through grammar activities via CLT in the English classroom. In Moskovsky (2019), real objects are prioritised over work experience, motivation and academic accreditation to promote CLT in English classroom. Kassu (2019) further explains that English students not only have a limited opportunity to speak English outside classroom, but also have little opportunity to communicate with their English teachers. According to Xu et al. (2021), to address this situation, teachers should try to provide students with real-life situations and communicative activities to increase their grammatical competency. In Waluyo and Wangdi (2024), the teaching of grammar via CLT is a good way to promote motivation and/or encourage teachers to teach grammar through real objects. According to Woymo et al. (2024), materials provided to guide teachers to teach grammar via CLT can be the teachers own life skills. Zare et al. (2021) further explain that real objects are based on authentic and real life materials which promote CLT to teach grammar and they include graphic, visual sources, magazines, advertisements, newspapers, maps, symbols and objects.

Empirical literature (Bežilová, 2024; Yenkimaleki & Van Heuven, 2022) have emphasised that appropriate scripts play a very crucial role in keeping teachers engaged and allowing them to be successful to promote CLT in teaching grammar in the English classroom. According to Shapaka (2025a), teachers need to use authentic materials in meaningful contexts, promote CLT to teach grammar in English classroom. In Khuong and Thi (2025), authentic materials in meaningful contexts promote CLT to teach grammar in the English classroom and engage teachers to teach communicative competence. Stathi and Mastrothanas (2025) further suggest that a wide range of authentic materials should be given to promote CLT to teach grammar in English classroom. And in Sun and Révész (2021), teachers usually boost to use authentic materials when they teach grammar via CLT in English classroom. Kodirovna (2024) further suggest that English language teachers need to be aware of use of authentic materials in meaningful contexts to promote CLT to teach grammar in English classroom.

Extant literature (Octaviani et al., 2024; Yenkimaleki & Van Heuven, 2019) advise that teachers should design grammar activities in the forms of a role play; drama and drill to promote CLT in teaching grammar in English classroom. And according to Abahussain (2016), teachers have to design activities and tasks in the shape suiting promoting CLT to teach grammar if they need to develop students' communicative competence. In Almadani (2025), some activities requiring teachers' activity such as accurate production have required teachers to act as controller, where in communicative tasks that demand students group or pair interaction, teachers should act as facilitator by not intervening frequently. In Alqahtani (2019), they should instead allow students more

opportunity to use the languages at their disposal. Baillo et al. (2025) further clarify that teachers should try to be committed in secure such interactive classroom by way of acting less dominantly. Estrada (2025) has noted that teachers often become understudy in grammar classes due to promoting CLT in teaching grammar. In Tran and Thu (2025), acting as a facilitator and encouraging students to use grammar at given activities is the opportunities to promote CLT to teach grammar. According to Shapaka (2025b), presenting lessons clearly, encouraging students and providing students the chances to use the tasks is another additional one promoting CLT to teach grammar in English classroom. Anh and Toan (2025) have argued that presenting students with tasks, encouraging them to use given tasks for grammar in the English classroom is another additional one. According to Trang (2025), teachers' implication of CLT in teaching grammar could be amended by continuous practice of providing students with tasks encourage them to use given tasks for grammar in English classroom. Stathi and Mastrothanas (2025) further explain that creating chance for students to communicate each other from their real-life involves teachers in setting up activities, organise material resources, guiding students in group works, engaging contributions, monitoring activities, and diagnosing further students needs.

Research literature (Abdullah et al., 2024; Kassu, 2019) have revealed that with pair and group work, students can produce a greater amount of language output than they would produce in teacher-centred activities. And according to Abad (2023), teachers' motivational level is likely increase and enhances students' communicative competence. In Abdelgawad and Selim (2022), teachers need to have the opportunity to promote CLT without any pressure from their students. Abdullah et al. (2024) have argued that activities requiring pair and group work give teachers a safe opportunity to teach grammar via CLT in English classroom. Arfanti and Risnawaty (2021) have noted that allowing students to interact each other in pair/in group promote CLT to teach grammar in English classroom.

### *2.5 Reading-writing-grammar relationship*

Owing to reading-writing-grammar activity students have to perform in pair, students were asked to read the following passage about the evolution of written communication and then answer the questions that follow. The way we communicate through writing has (i) (to evolve) dramatically over the centuries. From the use of hieroglyphs in ancient Egypt to the modern digital text, each stage (ii) (to bring) about new ways of expressing ideas. In the medieval period, scribes (iii) (to copy) manuscripts by hand, was a labour-intensive process. Invention of the printing press in the 15th century (iv) (to revolutionise) dissemination of information, allowing books and newspapers to reach a broader audience. In today's digital age, emails, instant messaging, and social media (v) (to dominate), written the communication. While these tools (vi) (to offer) immediacy and convenience, some worry that the quality of writing (vii) (to decline) as a result. For example, use of the shorthand and the emojis (viii) (to become) commonplace, potentially affecting formal writing skills. Questions: change the verbs numbered (i) – (viii) in the passage above into the correct verb tense. Answers: (i) has evolved (ii) has brought (iii) copied (iv) revolutionised (v) dominate (vi) offer (vii) is declining (viii) has become. As clearly depicted on the excerpt above, ESL/EFL students should be better taught language skills in integration than in isolation. Based on the excerpt above, attention should also be given to grammar integration in context.

### **3. Material and Methods**

#### *3.1 Research design*

Using qualitative multiple case study research design, this study explores the role of teachers' instructional strategies on the teaching of grammar in English as a second language. In Dey (2003), the theoretical underpinning constructivism as applied to learning theory is an interpretivist notion. In Creswell and Creswell (2018); Ling and Ling (2017), it represents untruth about ways individual learn.

In this study, position is taken that research paradigm takes prime position, meaning researchers should be certain about the research paradigm in which the research is carried out. According to Ling and Ling (2017), this is very important to make sure that all aspects of research endeavour are congruent, research exercise is coherent and/or outcomes are very appropriate and defensible. Considering the above, the interpretivist paradigm was used to provide evidenced, coherent and subjective insight into and/or understanding of the role of teachers' instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia.

The emerging nature of this study is best suited to constructivist research design that can yield rich understanding of key issues by minimising distance between researcher and participants to develop practical and theoretical understanding; generate new and alternative understanding into concepts and issues under study, argumentations also have echoed by Leedy and Ormrod (2023). According to Dey (2003), the purely dominant positivist research design has adversely affected relevance of resulting research because researcher needs not only to consider technical aspects but also social aspects and their continuous interaction concerning the study, approach to which constructivist worldview is suited.

When researcher is interested in immediate responses to particular situation such as this study, it may require that the researcher uses subjective data since it is unlikely that objective data would have been collected at precisely right times or instances. This is not to devalue positivist research design but to suggest that alternative approaches can supplement and strengthen this study since quantitative approach cannot reveal this study's completely detailed story.

The investigation of the role of teachers' instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia cannot be studied outside of its natural setting with its current focus on this contemporary issue. The issue is that control and/or manipulations of subjects, in this instance the investigation of the role of teachers' instructional strategies on the teaching of grammar in English as second language, is not possible. Theoretical knowledge on the issue under investigation is limited and not yet mature. Case study method was thus suitable method for this study, argumentations also have echoed by Dey (2003).

#### *3.2 Participants*

Using Oshana directorate of education's latest statistics of 2025, researcher selected 40 teachers from 40 schools in junior and senior primary and junior and senior secondary schools in Oshana Region in Namibia. Teachers

were chosen because they were involved in teaching of grammar in English as a second language. Teachers' instructional strategies play an integral, pivotal role in influencing the teaching of grammar in English as a second language.

Criterion purposeful sampling was used, based on the researcher exposures to, engagement of 40 teachers from 40 schools in Oshana Region. Researcher utilised criterion purposeful sampling technique and only teachers with seven years of experience and/or above in teaching English as a second language were selected. According to Oshana directorate of education's latest statistics of 2025, there are five Circuits in Oshana Region; they are Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected eight teachers per each Circuit. Notably, there are four phases in each Circuit, they are junior and senior primary phases and junior and senior secondary phases. The researcher selected two teachers per each phase.

Data were collected through interview schedule and field notes to find participants' views on the role of teachers' instructional strategies on the teaching of grammar in English as a second language in the Oshana Region. Data were collected using interview schedule in which the same interview schedule was used to find participants' views on the role of teachers' instructional strategies on teaching of grammar in English as a second language in the Oshana Region in Namibia. The study used interview schedule with written list of questions which were covered during interview sessions and administered to participants. Same interview schedule was used for participants; however indication showed whether answers were given by participants in junior, senior primary, and junior and senior secondary to give another dimension to research, possible findings and recommendations. Field notes were taken during interview sessions. There was one interview session per participant per school for up to one hour and 20 minutes, depend on amount of responses to research questions. Participants were interviewed individually because they came from different schools, andor every participant was different. A pilot test ensured instruments accuracy, reliability; appropriateness. Qualitative research experts reviewed interview questions for clarity and relevance.

In this study, data were analysed using typological analysis, content analysis, thematic analysis, Atlas.ti and MAXQDA. Categories pertaining to the role of teachers' instructional strategies on the teaching of grammar in English as a second language in the Oshana Region were used to create patterned andor thematic meaning from qualitative data. Major themes were derived from questions of the study, a description of each theme was done, analysed, interpreted critically and objectively. The researcher used Atlas.ti andor MAXQDA to conduct thematic analysis, explore his coded material, and systematically analyse his data. While the name "MAXCODA" does not directly appear in the search results, MAXQDA is a prominent tool for content analysis tasks.

Following advice of Creswell and Creswell, (2018), Dey (2003), Leedy and Ormrod (2023) and Ling and Ling (2017), among others, qualitative interview data were analysed using five levels of analysis (Levels 1 through 5) with additional level that considers data collection and recording process itself as first level of analysis (Level 0) as discussed explicitly below.

Firstly, researcher reviewed his notes immediately after each interview, added additional notes for clarity and detail. He then transcribed interviews in same order that they were conducted as soon as he returned from fieldwork using de-naturalistic transcription style where idiosyncratic elements of speech such as stutters, pauses, nonverbal, involuntary vocalisations were removed.

Secondly, case study narrative was both thematic and chronological because narrative explains the use of data, systems and information in relation to the role of teachers' instructional strategies on the teaching of grammar in English as a second language in the Oshana Region in Namibia.

Following are primary themes that were established as the key focal points for case narratives based on interview schedule and notes which were taken:

- Instructional strategies teachers use to teach grammar;
- Instructional strategies teachers use;
- Existing grammar teaching;
- Existing instructional strategies which enhance grammar teaching;
- Existing grammar teaching which associates with instructional strategies.

Researcher shared case narratives with participants and asked that if there were any inaccuracies, misunderstanding or content that they were unhappy with for any reason that they kindly let him know within two weeks, after that he would assume that they agreed with write-up of interview. Researcher triangulated different data sources of information from the interview schedule, and field notes to strengthen the depth of its findings as data from one source supported by data from another source. Researcher checked transcripts to ensure that they did not contain apparent mistakes made during transcriptions, compared data with codes as well as wrote memos about codes and their definitions.

Thirdly, priori approach used with themes established before analysis based upon descriptors in the role of teachers' instructional strategies on teaching of grammar in English as a second language in Oshana Region in Namibia.

Fourthly, the researcher compared findings from the previous level to what has been reported in empirical literature.

Lastly, researcher used identified themes and connections to explain his findings by considering what it all meant and what was necessary. Researcher developed list of key points and important findings while thinking about what he had learnt, what were major lessons, what things he learnt or what was possible application to another setting. Furthermore, researcher studied what those who using the findings of the study would be most interested in knowing. In other words, the researcher interpreted data by attaching meaning and significance to analysis through developing list of critical points or essential findings that he discovered as result of categorising and

sorting data. Researcher then used direct quotations and/or descriptive examples to illustrate his points, bringing data to life.

Finally, researcher opted to present case narratives from Level 1 of analysis as stories, compare cases in as much detail as possible in Level 2 of analysis and/or formalise his cross-case analysis findings in Level 3 of analysis. Furthermore, researcher compared findings to extant literature in Level 4 of analysis, included his description, commented and protected participants' anonymity by assigning numbers to cases, changed names and omitted them to identify details to the fullest extent possible without sacrificing rich description. He opted to present implications of findings on the role of teachers' instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia.

Researcher used member checking to determine accuracy of qualitative findings through taking the themes back to participants and determining whether participants felt that they were accurate. Researcher triangulated different data sources of information from the interview schedule, and field notes to strengthen the depth of its findings as data from one source supported by data from another source. Researcher examined each information source and found evidence to support themes, ensured that the study was accurate. The researcher checked transcripts to ensure that they did not contain the apparent mistakes made during transcriptions, compared data with codes as well as wrote memos about codes and their definitions.

After all required permission were sought and granted, the researcher sent a letter to participants informing them about the information concerning the study to avoid reality and appearance of coercion. Participants were informed of rationale, recording, transcriptions and/or safekeeping of audio-taped interviews. Researcher made sure that participants sign informed consent, ensuring the privacy in subsequent interviews, guarding against manipulating participants during the data collection, reporting processes. Anonymity and confidentiality was observed when reporting on utterances and narratives of participants. Participants' names were replaced by pseudonyms to protect participants' identity and participations were voluntary.

#### **4. Findings**

This section presents findings on the role of teachers' instructional strategies on the teaching of grammar in English second language in Oshana Region in Namibia. The section comprises views of 40 teachers participated in this study. Some teachers' responses were summarised and were presented in descriptive forms while others were reported verbatim and were presented in italics.

##### *4.1 Instructional strategies and the teaching of grammar*

The theme presented in this section is derived from thematically analysed data obtained from the interviews schedule, open-ended questionnaires and field notes, with selected 40 teachers from 40 schools in Oshana Region in Namibia. The theme presented here is on the role of teachers' instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia. It is worth-noting that theme relates to manner in which the relation between the teachers' instructional strategies and the measures of grammar

teaching could be constructed and/or developed to find interplay between the two. In this study, researcher has to determine whether the teachers understand the role of teachers' instructional strategies on the teaching of grammar in English second language. This was done to respond to question: Which instructional strategies are used by teachers to teach grammar in English as a second language? The thematic analysis of interviews schedule, field notes and open-ended questionnaire data revealed five core themes which reflected the instructional strategies which are used by teachers to teach grammar in English as a second language, and these themes include FFI, Grammar-Translation Method (GTM), Audio-Lingual Method (ALM), Natural Approach (NA), and CLT.

#### 4.1.1 Form-focused instruction

*"Integrating FFI in communicative language class is most recently used language teaching and learning approach today."* (Teacher#1 at junior primary phase)

*"FFI has implemented different types of corrective feedback and implicit and explicit grammar teaching techniques which draw students' attention to grammatical form."* (Teacher#2 at senior primary phase)

One teacher mentioned in the interview that FFI allows teachers to combine the communicative grammar instruction to the student pronunciation and/or grammar. Form-focused communicative grammar instruction assists students to advance their pronunciation and grammar acquisition.

#### 4.1.2 Grammar-translation method

*"GTM helps teachers to focus on classical language, allowing teachers to be at the very centre of class teaching."* (Teacher#3 at junior secondary phase)

*"GTM allows teachers to focus on written form, paying little attention to pronunciation and/or grammar."* (Teacher#4 at senior secondary phase)

One teacher stated in the interview that teachers incorporate Oshikwanyama in English classes. Teachers use referential questions that are similar to those encountered in real-life situations.

#### 4.1.3 Audio-lingual method

*"ALM allows teachers to be at centre of the class at certain grades while focusing on language comprehension."* (Teacher#5 at junior primary phase)

*"In ALM, students play a very active role in their learning, which helping them to understand the target language."* (Teacher#6 at senior primary phase)

One teacher narrated in the interview that student who taught grammar through communicative grammar instruction showed enhancement on pronunciation and grammar. EFL teachers who use communicative grammar activities integrated with form-based instruction enhance the teaching of grammar.

#### 4.1.4 Natural approach

*"NA allows teachers to focus on language acquisition for meaningful and natural interaction in the target language."* (Teacher#7 at junior secondary phase)

*“NA helps students to move from passive participation to active depending on stage of language learning.”*  
(Teacher#8 at senior secondary phase)

One teacher mentioned in the interview that NA helps students to create clear meaning but not necessarily to be really accurate in all details of grammar. This strategy allows teachers to create conducive learning environment for language learning to take place.

#### 4.1.5 Communicative language teaching

*“CLT emphasises interaction as means and ultimate goal of learning a foreign language.”*

(Teacher#9 at junior primary phase)

*“CLT helps students to create meanings to be successful in learning of a foreign language.”*

(Teacher#10 at senior primary phase)

Another teacher narrated in the interview that CLT allows teachers to develop authentic material, create activities, tasks and pay attention to both processes and goals of learning. This strategy allows teachers to use English language teaching in context, applies new teaching methods and creates diversity teaching processes. CLT creates and promotes a safe environment to enable the students to talk. The teacher responses in the interview showed that the teacher uses instructional strategies to encourage teachers to focus on teaching and/or learning of grammar. The phrase *“language instruction involves teaching its system”* highlights roles that teachers’ instructional strategies play on the teaching of grammar in English second language. The teacher mentioned in the interview of understanding the meaning of *“teaching grammar communicatively”* suggesting that teachers’ instructional strategies facilitate and enhance the teaching of grammar in English second language. The narration of *“without understanding the language system”* is noted as a key strategy in capturing attention; suggest that this strategy makes a lesson more dynamic and appealing. Notably, ALM strategy is emanated from behaviourism theory whereas CLT strategy is emerged from interactionist theory. The use of the phrase *“applying target language in real-life situation”* indicates the heightened of intrinsic motivation, as the teacher feels actively drawn into the teaching and learning process.

#### 4.2 Instructional strategies used by teachers in Oshana Region

In order to determine instructional strategies used by teachers the researcher asked the question: What instructional strategies do teachers use in Oshana Region? Thematic analysis of interviews schedule, field notes and open-ended questionnaire data revealed five core themes that reflected instructional strategies teachers use to teach grammar in English second language. These themes include implicit grammar instruction, form-based approach, deductive explicit teaching method, inductive implicit teaching method and communicative approach.

##### 4.2.1 Implicit grammar instruction

*“Integrating implicit grammar instruction with strategy-based-instruction allows the teachers to provide feedback on grammatical structures and correct students’ grammatical errors in class.”* (Teacher#11 at junior secondary phase)

*“Implicit grammar instruction allows teachers to teach grammar as a repetition of drills and memorisations of grammar rules.”* Teacher#12 at senior secondary phase)

One teacher said in the interview that implicit grammar instruction is useful to develop student grammatical competence and learn to make grammatically correct sentence. This strategy helps students to use English accurately and to enhance communicative efficiency.

#### 4.2.2 Form-based approach

*“Integrating form-based approach with task-based language teaching allows students to build, or share meaning through using verbal and non-verbal symbols.”* (Teacher#13 at junior primary phase)

*“Form-based approach helps students to learn how to follow social and/or cultural rules in each and every communicative circumstance.”* (Teacher#14 at senior primary phase)

Another teacher narrated in the interview that form-based approach help students to develop the ability to use the language they have learned for various communication purposes. This strategy helps teachers to provide students with social context required for students’ current situation.

#### 4.2.3 Deductive explicit teaching method

*“Deductive explicit teaching method helps students to become communicative competent while improving their communicative competence.”* (Teacher#15 at junior secondary phase)

*“Deductive explicit teaching method helps students to enhance the communicative competence.”*  
(Teacher#16 at senior secondary phase)

One teacher stated in the interview that deductive explicit teaching method helps students to use various strategies to express themselves in the target language. This strategy is a means through which socialising with others in and outside the classroom can take place.

#### 4.2.4 Inductive implicit teaching method

*“Inductive implicit teaching method helps students to learn English through communication, and helps students to develop linguistic competence.”* (Teacher#17 at junior primary phase)

*“Inductive implicit teaching method helps teachers to change from dominator and commander’s roles into organiser and explorer’s roles.”* (Teacher#18 at senior primary phase)

Another teacher mentioned in the interview that inductive implicit encourages communication interaction in the classroom.

#### 4.2.5 Communicative language teaching

*“CLT helps teachers to use audiovisual, authentic materials, provide relaxed atmosphere, while using intrinsically motivating procedures.”* (Teacher#19 at junior secondary phase)

*“CLT allows teachers to design communicative grammar activities develop, enhance students’ level of accuracy and fluency.”* (Teacher#20 at senior secondary phase)

One teacher mentioned in the interview that CLT allows teachers to develop authentic material, create activities, tasks and pay attention to both processes and/or goals of learning. This strategy allows teachers to use English language teaching in context, applies new teaching methods and creates diversity teaching process. Another teacher narrated in the interview that real objects are prioritised over work experiences, motivation, and

academic accreditation. Real objects enhance practical communication ability. The responses of the teacher in the interview indicated that majority of teachers have used various instructional strategies. The mentioning of “*form-focused communicative grammar instruction*” is noted as a key strategy in capturing attention, suggesting that this strategy makes a lesson more dynamic and appealing. The phrase “*maximise students grammar awareness*” indicates the heightened of intrinsic motivation, as teacher feels actively drawn into the teaching and learning process. This aligns with both theories of behaviourism and engagements that emphasise the role of aesthetically stimulating materials in sustaining attention. For instance, the teacher uses cooperative learning whereby students work in small groups, uses note-taking and summarising, bottom-up and top-down strategies. The teacher appreciates clear and integrated presentations of instructional strategies including a combination of “*teaching communicative grammar to develop student communicative competence*” in order to consolidate instructional strategies align with preference for streamlining learning experience, particularly for the communicative grammar activities. The use of “*visual learning aids*” suggests that visual clarity reduces cognitive effort, and cater to instructional strategies. This reflects principles of information handling, whereby visual hierarchy has enhanced accessibility. For example, teacher establishes students’ schemata by asking the probing questions, asking students to establish if they know the subject matter. These responses underscore how teachers’ instructional strategies mitigate overwhelming nature of the traditional teachers’ pedagogy. The term “*communicative approach*” suggests that teachers’ instructional strategies create less stressful conducive learning environment to develop student communicative competence. The mention of “*learning grammar communicative procedure*” indicates that teachers’ instructional strategies aid in breaking down complex information, making it easier to process and understand. This aligns with the principle that communicative grammar activities can reduce the cognitive load by externalise information processing. For instance, after reading a text, students do project to write essays related to their subject matter. Though the metacognitive strategy instruction slows grammar speed, this strategy greatly helps students to use grammar efficiently and effectively.

#### 4.3 Existing grammar teaching in the Oshana Region

In order to determine the existing grammar teaching the researcher asked the question: What existing grammar teaching is in the Oshana Region? Thematic analysis of interviews schedule, field notes and open-ended questionnaire data revealed five core themes that reflected existing grammar teaching in Oshana Region and these themes include communicative competence, language proficiency, communicative procedure, language learning and teachers motivation.

##### 4.3.1 Communicative competence

“*The rise of communicative language teaching combined with advances in technology has led to many options to teach grammar in context to focus on communicative competence.*” (Teacher#21 at junior primary phase)

“*The use of authentic materials provides stimuli to teachers; facilitate opportunity to teachers to get background schemata of students.*” (Teacher#22 at senior primary phase)

One teacher stated in the interview that teachers need to use authentic materials in meaningful contexts to promote the teaching of grammar in contexts in English classroom. Application of audiovisual materials in teaching grammar ensures authentic language input to students.

#### 4.3.2 Language proficiency

*“Using audiovisual aid as a media in teaching grammar can be helpful to teachers to advance student language proficiency.”* (Teacher#23 at junior secondary phase)

*“Audiovisual media support learning when used as medium in instruction to deliver materials to students to advance student language proficiency.”* (Teacher#24 at senior secondary phase)

Another teacher mentioned in the interview that instructional media that involve senses of sight and hearing play a great role to teach grammar. Teachers should allow students more opportunity to use the target language at their disposals.

#### 4.3.3 Communicative procedure

*“Appropriate script plays a very crucial role in keeping teachers engaged while allowing them more opportunity to be successful to promote the teaching of grammar.”* (Teacher#25 at junior primary phase)

*“Designing activities and tasks in the shape that suite the promotion of the teaching of grammar in context develops student communication.”* (Teacher#26 at senior primary phase)

One teacher narrated in the interview that using authentic materials in the meaningful context promote the teaching of grammar while engaging teachers to develop student communication. Materials provide guidance to teachers to teach grammar via audiovisual aid.

#### 4.3.4 Language learning

*“Presenting a lesson clearly, encouraging students and providing students a chance to use tasks promote the teaching of grammar.”* (Teacher#27 at junior secondary phase)

*“Providing students with tasks, encouraging them to use given tasks for grammar is vital.”*  
(Teacher#28 at senior secondary phase)

Another teacher said in the interview that creating a chance for students to communicate to each other in real-life situation involves teachers in setting up activities, organising material resources, guiding students in group works, engaging contributions, monitoring activities, andor diagnosing further needs of students. With pair andor group work, students can produce a greater amount of language output than they would produce individually.

#### 4.3.5 Teacher motivation

*“Presenting students with tasks and encouraging them to use given tasks promote the teaching of grammar.”*  
(Teacher#29 at junior primary phase)

*“Teachers’ motivational level is likely increase to enhance students’ communication.”*  
(Teacher#30 at senior primary phase)

One teacher mentioned in the interview that teachers need to create opportunity to promote the teaching of grammar without any pressure from students. Allowing students to interact to each other in pair andor in group

promote the teaching of grammar. The narration of the teacher in the interview gave concrete observation about the current practices in Oshana Region. The teacher explicitly connects “*instructional media, audiovisual media, and appropriate script*” to increase students’ motivation and enjoyment. The use of the phrase “*remedial classes and technological facilities*” suggests that the teacher uses the process-based instruction, and comprehension-based instruction into creative and engaging experience. The teacher uses grammar building strategy, self-regulation-based instruction; strategy-based instruction. The teacher highlights how teacher present grammar lesson from the reading passage such as “*the teacher act as controller*” during the lessons. The improved focus on the teacher’s input makes learning process more interactive, engaging and/or supporting sustained attention during the grammar lessons. Students read the text and answer questions, reading the text and summarising, reading text and take notes. The teacher describes grammar learning process as a sparking curiosity and a desire to explore grammar tasks further. The use of “*activities requiring pair and group work*” suggest that the grammar learning process has created an emotionally engaging learning experience that motivating students’ active participation. The teacher contrast instructional strategies with “*instructional media, audiovisual aid, real objects,*” indicates a preference for concise, visual summaries that prevent confusion. The phrase “*audio aids, and audiovisual media*” highlights efficiency of teachers’ instructional strategies in delivering the key information quickly, aligning with visual students’ preference for immediate and intuitive understanding. And the use of phrase “*reading, paraphrasing, retell*” suggests that teachers’ instructional strategies cater to learning strategies by simplifies complex information. This aligns with cognitive load theory, where visuals reduce extraneous processing demands. For instance, students extract essay from reading tasks, read and model act, read and retell, read and paraphrasing.

#### 4.4 Instructional strategies which enhance grammar teaching

In order to determine existing instructional strategies which enhance the teaching of grammar the researcher asked the question: Which existing instructional strategies which enhance grammar teaching in the Oshana Region? Thematic analysis of interviews schedule, field notes and open-ended questionnaire data revealed three predominantly core themes which reflected instructional strategies which enhance the teaching of grammar and/or these themes include FFI, Task-Based Language Teaching (TBLT) and CLT.

##### 4.4.1 Form-focused instruction

*“Applying FFI via educational games as learning techniques with young learners can increase learner engagement, improve knowledge absorption and retention, and give learners opportunity to see real word application.”* (Teacher#31 at junior secondary phase)

*“FFI advocates for augmentation of incorporating of grammar exercises in language pedagogy, emphasising interconnected dimensions of linguistic, cognitive, emotional, social facets within the language learning journey.”* (Teacher#32 at senior secondary phase)

Another teacher narrated in the interview that studies have unveiled four pivotal facets, aligning them with prevailing language acquisition theories, highlighting pivotal facets roles on grammar exercises in enhancing fluency, self-assurance, promoting active students involvement, fostering enriching learning environment, and enhancing language applicability to real-world contexts.

#### 4.4.2 Task-based language teaching

*“Applying TBLT using a wide range of authentic materials to students promotes the teaching of grammar in English classrooms.”* (Teacher#33 at junior primary phase)

*“Using authentic materials in meaningful context promotes the teaching of grammar in English classrooms.”* (Teacher#34 at senior primary phase)

One teacher stated in the interview that audiovisual materials offer language teachers provision to see dynamics of communication. Applying content related audiovisual materials help teachers to teach communication competence and get in-depth strategy to teach grammar use.

#### 4.4.3 Communicative language teaching

*“Applying CLT using video-based teaching is highly recommended in teaching grammar to EFL students.”* (Teacher#35 at junior secondary phase)

*“Using CLT via Task-Based Language Teaching (TBLT) is highly recommended to ESL students' communication skills.”* (Teacher#36 at senior secondary phase)

Another teacher said in the interview that considering the learning obstacles students encounter in building confidence and/or fluency while communicating in English, TBLT teaching is more effective in increasing students' communication proficiency. This then implies that TBLT, which employs real-life tasks, student-centred learning, is more effective in developing communication skills than traditional teacher-centred approaches. The narration of the teacher in the interview consistently indicated that the teacher uses teaching and/or learning instructional strategies to monitor teaching and learning process and to ensure students grammar use are taking care off. The teacher emphasises low-stress nature of learning with instructional strategy, linking it to increased confidence and motivation. The phrase *“using the video-based teaching”* suggests that clear, visual presentation of information reduces cognitive and emotional strain, creating positive learning experience for the students. The desire *“to teach within CLT frameworks”* indicates that this stress-free environment fosters intrinsic motivation, encouraging deeper engagement with the grammar tasks and/or activities. This aligns with theories of motivation; highlights the role of positive roles and/or self-efficacy in learning. The teacher ensures students are drilled on how to practice grammar use while ensures grammar use is given enough practice. The teacher contrasts *“the pedagogical technique”* of instructional strategies with *“audiovisual aids,”* highlighting the role of visual aesthetics in learning preference. The phrase *“modifying task design”* suggests that appealing instructional strategies foster positive emotional connection to grammar tasks whereas *“visual aids”* indicates that visual appealing sustains attention. This reflects the importance of aesthetic strategies in catering to visual students which enhancing engagement with grammar activities. For example, the teacher ensures that teaching and learning instruction and grammar activities promote or produce good language users. The creative and clear visual appeal enhances concentration, confidence, and/or a desire to explore, and/or fostering intrinsic motivation. These responses highlight important role of visual appeal in driving engagement and practical utility of instructional strategies in making the learning of grammar more accessible and/or enjoyable. In other words, teacher ensures that teaching, and learning upscale good language users, ensuring that assessments enable students to perform in grammar activities.

#### 4.5 Grammar teaching associated with instructional strategies

In order to establish the existing grammar teaching which associates with instructional strategies researcher asked the question: What existing grammar teaching is associated with instructional strategies? Thematic analysis of interviews schedule, field notes and open-ended questionnaire data revealed two predominantly core themes that reflected grammar teaching which associates with instructional strategies: communicative competence and language proficiency.

#### 4.5.1 Communicative competence

*“Understanding the complex interplay between learning styles, instructional strategies, and assessment methods is very crucial for fostering meaningful student engagement.”*

(Teacher#37 at junior primary phase)

*“Developing ESL/EFL students’ communicative competence as well as comprehension skills is very crucial.”*

(Teacher#38 at senior primary phase)

One teacher mentioned in the interview that using TBLT in language instruction improve student engagement and confidence in grammar. Communicative fluency is better when the students are familiar with the content compared with the condition in which they are not.

#### 4.5.2 Language proficiency

*“Teaching grammar through CLT is very importance.”* (Teacher#39 at junior secondary phase)

*“Students’ fluency, accuracy, and coherence are very critical.”* (Teacher#40 at senior secondary phase)

Another teacher narrated in the interview that the positive roles of the dedicated fluency teaching is larger when students have to communicate about familiar than unfamiliar content. Modifying task design, implementation, and/or complexity brings about variant efforts on language students attention division and performance. The narration of the teacher in the interview highlights the efficiency of the *“form-focused communicative grammar instruction”* in the facilitation of *“pronunciation and/or grammar”* in grammar in English language classrooms. The ability to use *“communicative grammar activities”* and *“grammatical form, grammatical structures”* suggests that instructional strategies leverage visual memory to enhance the retention process. The phrase *“corrective feedback, implicit, explicit grammar teaching techniques”* indicates that instructional strategies provide a condensed way to review, reenergising cognitive effort required for retrieval, reflects power of visual mnemonics in learning of grammar in the English classrooms. Notably, majority of grammar learning have been associated with instructional strategies depending on the expected learning outcomes that a teacher has set for himself/herself.

## 5. Discussion

This section discusses findings on the role of teachers’ instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia. The discussion is based on the views of 40 teachers who participated in this study.

### *5.1 Instructional strategies and the teaching of grammar*

This study explored the role of teachers' instructional strategies on the teaching of grammar in English as a second language in Oshana Region in Namibia. The first question answered by the study was: Which instructional strategies are used by teachers to teach grammar in English as a second language? As this study has witnessed, a variety of EFL instructional teaching strategies are used to teach grammar and to enhance students' ability in English as a second language. The prominent issues which emanated from findings were that there is a direct link between teachers' instructional strategies and the teaching of grammar which has a direct influence on teaching, learning and assessment of grammar. Researcher such as Skripsi (2024) has found that teachers' instructional strategies allow learning-focused process which foster improvement in the learning of grammar. One such finding is that instructional strategies and grammar interact to contribute to the development and enhancement of grammar in English as a second language. Studies like Ortega and Contreras (2021) have found that instructional strategy play critical role in advancing student grammar acquisition in English as a second language.

In Baillo et al. (2025), research finding supports using TBLT strategy in language instruction, suggesting that this strategy can improve students' engagement and/or confidence in grammar in English as a second language. This finding implies that TBLT, which employs real-life tasks and student-centred strategy, is more effective in developing grammar than the traditional teacher-centred strategy. According to a study by Ejajo (2025), ESL grammar proficiency is not merely about string together grammatically correct sentences, but it reflects students' ability to convey thoughts effectively and creatively. Exploring the cognitive mechanisms becomes imperative for teachers to enhance students' grammar using the three pre-task conditions (brainstorming, FonF, and metacognitive strategy instruction) on the cognitive process (planning, translating, revising) and the Complexity, Accuracy, and Fluency (CAF) of students productions of grammar. Woymo et al. (2024) have recommended that high school EFL teachers should implement communicative grammar activities integrated with FFI while teaching grammar. To draw students' attention to grammatical form, the FFI implements different types of corrective feedback and implicit and explicit grammar teaching techniques. This argumentation has directed to conclusion that form-focused communicative grammar instruction can assists students advance their pronunciation and grammar in language learning.

Another issue emanated from the findings was that teachers' instructional strategies promote, and enhance teaching and learning of grammar. However, studies, among others, Abad (2023); Abdullah et al. (2024) have found that while some teachers have enjoyed teaching, and learning process, others are frustrated because of insufficient preparation and training workshops, unclear procedures, coupled with poor academic literacy skills and lack of commitment shown by some of students. Nevertheless, findings of this study confirm that all four instructional practices are associated with grammar like process-based instruction, comprehension-based instruction, self-regulation-based instruction and strategy-based instruction. Studies like Fenyi et al. (2021); Xu et al. (2021) has indicated that teachers instructional strategy is very essential for grammar teaching whereas Eragamreddy (2024) highlights that instructional strategy containing explicit instruction is much beneficial for grammar teaching (Shapaka, 2025b). According to Woymo et al. (2024), integrating the FFI in communicative

language classroom is the most recently used instructional strategy to teach grammar. In order to draw students' attention to grammatical structures, FFI implements different integrative corrective feedback strategies. The FFI has been integrated with communicative grammar instruction to enhance student fluency, their cognitive and behavioural attitudes toward grammar teaching.

According to Almadani (2025), CLT approach is one of the recent methods employed in EFL classrooms to improve grammar teaching. CLT encourages communication and interaction in the classroom to strengthen the student communicative competence and helps them practice a second language in real-life situations. And according to a study by Bežilová (2024), in EFL classrooms, grammar acquisition is a fundamental pillar upon which proficiency and fluency are built. In Sun and Révész (2021), this argumentation suggests that students are benefitting from FFI when FFI is applied in combination with information, opinion, reasoning-gap and communicative grammar activities to help students to improve fluency and change their cognitive and behavioural attitude towards grammar teaching.

### *5.2 Instructional strategies used by teachers in Oshana Region*

The second question answered by the study was: What instructional strategies do teachers use in Oshana Region? As this study has documented, a variety of instructional strategies are used to teach grammar and/or to enhance students' ability in English second language. In this study, the principal issue encompassing these findings is that this link is attributed to the manner teachers' instructional strategies are used to teaching, acquire and/or learn grammar, thus confirm similar study by Hamuda et al. (2023), evidence to Abdelgawad and Selim (2022) argumentation that explicit instruction of teaching grammar helps the students to acquire effective grammar learning habits while enhancing students grammar abilities. However, according to Estrada et al. (2025), effective grammar habits might not be naturally acquired via implicit learning. Students need to be taught how to use these grammar habits in their own grammar teaching, an argumentation also congruent with Arfanti and Risnawaty (2021). Students' grammar habits are enhanced if they are exposed to a variety of grammar activities. And according to Almadani (2025), students should be explicitly taught grammar using combination of grammar activities to enable them to actively perform in various grammar activities, argumentation that corresponds to Waluyo and Wangdi (2024). The main reason why some students struggle with grammar is that they lack prerequisites knowledge (Shapaka, 2024a). According to Abdullah et al. (2024); Nalliveettil (2014), grammar difficulties have been associated with lack of background knowledge, and poor word recognition, limited vocabulary and lack of understanding of word meanings.

According to Estrada (2025), challenges faced by elementary teachers when teaching their EFL students have been associated with grammar acquisition and emotional behavioural hindrances in learning. However, some elementary teachers use strategies including comprehensive, adaptive teaching approaches for grammar teaching, positive classroom climate, and cultural adaptation. These elementary teachers' insights include personalised guidance, support in grammar teaching, intrinsic rewards in teaching, and continuous growth and excellence in grammar teaching. And according to Tran and Thu (2025), pragmatic competence (knowing how to use a language under specific social, cultural circumstances) is vital to effective communication. This finding suggests

a gap between students' awareness and their actual communicative performance, highlighting the need for curriculum improvements (Shapaka, 2024a).

In Sun and Révész (2021), task repetition is a useful pedagogical tool to teach grammar within ESL contexts. However, Waluyo and Wangdi (2024) support use of TBLT in grammar teaching, suggesting that this approach can improve student engagement and confidence in using grammar in English lessons. By encouraging active participation and personal expression, teachers can lay sound groundwork for student empowerment. According to Octaviani et al. (2024), even though the influence of mother tongue on English pronunciation is quite strong, several methods and techniques can be applied to reduce problems in pronouncing English words. In particular, Stathi and Mastrothanasis (2025) have suggested that drama-based methodology offers more than just a temporary relief.

The sample of this study revealed that teachers use communicative approach to teach students to communicate to each other in classrooms. Students too are drilled on how to practice grammar. That said, it should be noted that concern in this study was on the role of teachers' instructional strategies on teaching of grammar not vice-versa (cf. Methodology Section). However, a possible interpretation for this finding can be that there are arrangements on the implementation of the ministerial mission and vision statement within educational setting (MoEAC, 2024). As a result of the top-down cascades of ministerial mission, vision, and policies (Shapaka, 2025a), some teachers may have difficulties to adapt and change status quo. However, anomalies like these should be addressed by involving various stakeholders in planning, implementation, evaluation, and reflection process (Shapaka, 2024b).

### *5.3 Existing grammar teaching in the Oshana Region*

The third question answered by the study was: What existing grammar teaching is in the Oshana Region? As this study has demonstrated, a variety of grammar teaching is used to enhance students' ability in English as a second language. Another principal issue noteworthy from the study is that teachers use instructional strategies to teach grammar and to ensure that grammar teaching is take place. This finding is very consistent with the previous study by Chung (2023) which assessed the usefulness of audio-lingual drills which empower students, promote academic well-being, provide learning opportunities and improve the quality of the students' learning. Findings showed that teachers' instructional strategies foster collaborative learning and continuous improvement. These findings correlate with a study by Chanratana et al. (2024) on the importance of communication, cooperation and trust within the group. A similar study by Skripsi (2024) explored the role of grammar processes, and teachers' methodologies like silent, subvocalisation, grammar teaching to the ESL students by considering cognitive strategies of impulsivity and reflectivity. By comparison, according to Xu et al. (2021), effective ways to acquiring a second language learning require the teaching and/or learning of grammar through e-learning, self-regulated learning and constructivism methods of learning which may be practical and useful for EFL students. These findings corroborate with recent studies by Arochman et al. (2023); Chung (2023); Ortega and Contreras (2021) which have demonstrated the benefit of grammar teaching, and students engagement which in turn enhance their cross-context transfer to ESL instruction in Namibian context.

In Woymo et al. (2024), applying communicative grammar teaching instruction combining with information and opinion gap, reasoning gap and/or communicative grammar activities integrated with explicit and/or implicit (planned and accidental), enhanced input based and integrated form-focused activities, contribute to development of students' pronunciation and grammar teaching. Form-focused communicative grammar instruction assists students to advance the pronunciation and/or grammar. According to Waluyo and Wangdi (2024), TBLT is an appropriate approach to low-proficiency students learning ESL/EFL. Pedagogically, teachers should include TBLT with various grammar activities and tasks in course design and instruction.

According to Chanratana et al. (2024), grammar acquisition has been associated with promotion of grammar interest. Knowledge of different strategies on grammar teaching and/or interests in grammar promotes the grammar interest. In Saeedi (2023), to promote and/or advance grammar, students should make it a habit to learn new words regularly; identifying unfamiliar words and looks them up in dictionary to understand their meanings. Additionally, students should create flashcards or use online tools to memorise new words. According to Saleh et al. (2022), in age of internet and mobile phones utilisation, the same strategy should be applied to enhance grammar teaching in more interesting, entertaining manner to ESL students. And in Arfanti and Risnawaty (2021), communicative competence is an excellent skill that enhances both grammar abilities and critical thinking abilities.

According to Ejajo (2025), applying instructional strategies in teaching grammar through CLT in English classroom have been combined with fertile materials, psychological situations, activities, tasks, and/or social situations that promoting CLT in teaching grammar. Fertile materials that can promote CLT in teaching grammar include audiovisuals, real objects and/or recognising scripts whereas psychological situations include providing relaxed atmosphere, intrinsically motivating procedures, and internal drive that push teachers to teach grammar. Considering design grammar activities in a form of a role play, drama, drilling, and acting as a facilitator, monitor, encourager, and requiring maximum responses from students to participate successfully in oral interaction are activities and/or tasks which relate to situations which promote CLT in teaching grammar. Social related situations which promoting CLT in teaching grammar provide ESL students with tasks, encouraging them to use given tasks for grammar teaching, creating a chance for ESL students to communicate to each other from their real-life and allowing students to interact to each other in pair or in group.

#### *5.4 Instructional strategies which enhance grammar teaching*

The fourth question answered by the study was: Which existing instructional strategies enhance grammar teaching in the Oshana Region? As the study has indicated, variety of instructional strategies is used to enhance the teaching of grammar and to promote/advance students' ability in English as second language. In this study, the principal issue encompassing these findings is that teachers predominantly use FFI, TBLT and CLT to teach grammar to enhance students' ability in English second language. A similar study by Waluyo and Wangdi (2024) have identified positive association between classroom engagement, communicative proficiency, and grammar teaching, with classroom engagement emerging as significant predictor among the highly, moderately engaged students compared to less engaged peers. In Saleh and Althaqafi (2022), applying gamification as a learning technique to increase students engagement improve students' knowledge absorption and retention, and

give the students an opportunity to see the real word application. According to Almadani (2025), CLT's main focus is to develop communicative competence. CLT emphasises the use of language in certain contexts like formal or informal while students interact with each other others, though their language proficiency level might be low. CLT encompasses four grammar competences, namely linguistic, sociolinguistic, discourse, and strategic competences.

According to Octaviani et al. (2024), the influence of mother tongue on English pronunciation is strong in long vowels, consonant, sounds, words, and emphasis at the beginning, middle and end in pronouncing English words. The mother tongue influence on English pronunciation includes a very strong influence of first language on English pronunciation, especially in terms of phonetic and/or phonological differences. However, it is very important to note that individual students' characteristics like age, motivation, aptitude, also play a role in pronunciation acquisition. These anomalies can be addressed by employing FFI. And according to Baillo et al. (2025), considering learning obstacles students encounter in building confidence and fluency while learning grammar TBLT is more effective in increasing students' language proficiency. Even though the influence of mother tongue on English pronunciation is strong, various methods, techniques, strategies can be applied to reduce problems in pronouncing English words.

##### *5.5 Grammar teaching associated with instructional strategies*

The fifth question answered by the study was: What existing grammar teaching is associated with instructional strategies? As this study has encountered, a variety of grammar teaching is associated with instructional strategies to enhance students' ability in English second language. In this study, the very most principal issue encompassing these findings is that teachers have predominantly focused on communicative competence and language proficiency and ensure that grammar is taught. Studies such as Latupono and Nikijuluw (2022) have observed that teachers' instructional strategies play important roles on the teaching and/or learning of grammar. Teachers' instructional strategies positively link to grammar teaching and a culture of continuous grammar teaching. Studies such as Abad (2023); Abdelgawad and Selim (2022) have found a positive association between instructional strategies, and teaching, learning of grammar. And researchers such as Hoang and Yen (2024) recommend that students should be provided with explicit instruction to help them to understand the tasks they are asked to do.

The most obvious findings emerge from the study is that this direct link between teachers' instructional strategies and grammar teaching is attributed to factors determine choice of instructional strategies. According to Almadani (2025), one area concerns the assumptions that teacher training and strategy adoption will translate automatically into better grammar teaching. As noted by Williams (2024) and Yenkimaleki and Heuven (2022), the success of instructional strategies usually depends on contextual factors like class size, availability of teaching resources, and students' prior linguistic exposure. Similarly, while several studies (Maulina et al., 2021; Waluyo & Wangdi. 2024) stress the need for teachers to study, learn application of instructional strategies, the absence of concrete examples of successful instructional strategy implementation limits practical utility of these claims to educators. While study like Almadani (2025); Ejajo (2025) emphasise the importance of teachers

strategies on the teaching of grammar, these studies stop short of exploring how students perceive or respond to these teachers' strategies, an omission that limits the full understanding of the teacher-student dynamic. In Maulina et al. (2021); Waluyo and Wangdi (2024), claim that instructional strategies directly lead to improved outcomes might be slightly overstated given the two studies' reliance on teacher self-report rather than objective measures of student performance.

According to Abdelgawad and Selim (2022), video-based teaching is important, it enables the grammar teaching to be more interactive. Video-based teaching using the websites such as YouTube is more interesting, stimulating, challenging than the traditional audio-based language instruction. And in Stathi and Mastrothanas (2025), drama-based pedagogical teaching play a very key role in supporting grammar teaching while in Estrada et al. (2025), cooperative teaching focusing on inclusivity, communication, and comprehension is very crucial to overcome language barriers in grammar teaching. Cooperative teaching involves create a nurture classroom environment, using visual aids, technology, providing tailored instruction, and/or fostering a strong connections with stakeholders. Cooperative teaching ensures that every student feels valued, empowered, and capable of success.

## **6. Conclusion**

Based on the design used and findings of the study, instructional strategies play a role in the teaching of grammar. This then suggests that instructional strategies play important part in the teaching of grammar which affects the teaching of grammar resulting in positive and negative grammar teaching. It was then evident from the study that teachers should apply instructional strategies to enhance and promote grammar teaching in English as a second language in Oshana region in Namibia.

In view of findings of the study, the following recommendations are made for practice: First, teachers should use instructional strategies to improve the teaching of grammar. Second, teachers should apply instructional strategies to enhance the teaching of grammar. Lastly, teachers should study and learn the application of instructional strategies, apply them to optimise their success and to enhance the teaching of grammar.

I acknowledge that this research has limitations. Only 40 teachers were selected for interview sessions and field notes in which role of teachers' instructional strategies and the teaching of grammar were of interest. The researcher utilised a criterion purposeful sampling technique and only teachers with seven years of experience and/or above in teaching English as a second language were selected. This selection might have influenced responses. Researcher attempts to explore the role of teachers' instructional strategies on the teaching of grammar in English second language, where teachers are the influential individuals in schools. Responses might be affected by this. The sample size includes public school teachers who volunteered to participate in the study, with the exclusion of the private school teachers. Therefore, a question of generalisability to private school teachers is a limitation. Its scope is confined to the Oshana Region in Namibia, which narrows the generalisability of its findings and thus, limits the broader applicability of its findings. I acknowledge the reliance on self-reported data which could introduce bias as teachers' perspectives may be influenced by their

experiences and perceptions of their own effectiveness. While the study looks thorough in exploring teachers' strategies, it does not directly measure grammar teaching through standardised testing and observational metrics which might strengthen the linkage between instructional strategies and grammar teaching results. However, the study has applied the multi-method approach in which more than one data collection technique and corresponding data analysis procedures were used to strengthen the analysis and possibly to enhance the robustness of findings. Based on the findings of the study, the following recommendations are made for future research: Future research should conduct longitudinal comparative studies across different regions, exploring the role of teachers' instructional strategies and the teaching of grammar to enable a deeper understanding of how instructional strategies operate, and vary in different systemic conditions. This also allows for more context-sensitive, longitudinal, evidence-based explorations of instructional strategies and teaching of grammar in different settings. The acknowledgement that teacher performance was not directly measured through standardised assessments points to a need for future research to incorporate more objective metrics, echoing critiques found in wider literature on studies of the teaching of grammar.

#### **About the author**

Born at Okanya Village, Ongandjera, Namibia in 1967, this author became an ordinal teacher in the Ministry of Education, Arts and Culture in 1990, Head of Department in 2005 and school principal in 2007. Author's educational background include Doctor of Philosophy in Education in education management from University of South Africa, Pretoria, 2021, Master of Education in education management, leadership and policy studies from University of Namibia, Windhoek, 2017, Postgraduate Diploma in Education in education management from University of South Africa, Pretoria, 2007, Bachelor of Education in education management from the Rand Afrikaans University, Johannesburg, 2004, Further Diploma in Education in English language teaching from Rand Afrikaans University, Johannesburg, 2001 and Diploma in Education in English and Oshindonga from the Ongwediva College of Education, Ongwediva, 1996. Author's field of expertise and field of academic interests include education management, education leadership, school governance, education law and policy studies and language education. Author's field of publication expertise and academic publication interests focus on Southern Africa, particularly in Namibia, Oshana Region.

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