

# Perspectives on Contextualized Grammar Teaching among ESL and Native English Teachers

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**Abstract**—Grammar instruction remains a core component of English language education, yet conventional approaches often fall short in addressing learners' communicative and practical needs. Contextualized grammar teaching which embeds grammar in meaningful and authentic contexts has emerged as a learner-centered alternative that prioritizes real-life application and student engagement. This study explored the perspectives of English as a Second Language (ESL) teachers in the Philippines and Native English Teachers (NETs) in Thailand on contextualized grammar instruction, focusing on its benefits, implementation strategies, challenges, and integration of cultural awareness. Using a qualitative phenomenological approach, semi-structured interviews were conducted with 12 participants six ESL teachers and six NETs. Thematic analysis revealed shared recognition of the approach's effectiveness in improving student motivation, engagement, and confidence in using grammar communicatively. Both groups emphasized the value of integrating real-life scenarios and authentic materials, such as news articles, social media content, and culturally relevant texts, to enhance comprehension and retention of grammar rules. They also highlighted the importance of cultural sensitivity in grammar instruction to develop learners' communicative competence in diverse contexts. However, challenges included difficulties in differentiating instruction for learners with varied proficiency levels, limited access to contextualized materials, and teacher's insufficient pedagogical grounding in grammar. Despite these challenges, the study affirmed the value of contextualized grammar instruction as a flexible and impactful method in both ESL and EFL contexts, with implications for curriculum design and teacher education.

**Keywords**— Authentic Language Materials; Contextualized Grammar Teaching; Cultural Grammar Integration; ESL and EFL Pedagogy; Teacher Perspectives on Grammar Instruction.

## I. INTRODUCTION

Grammar teaching remains a foundational pillar in English language instruction. However, over the years, pedagogical perspectives have shifted from rigid, rule-based methods toward approaches that emphasize communication, authenticity, and learner engagement. Contextualized grammar teaching an approach that situates grammatical instruction within meaningful and real-life contexts has gained prominence for fostering not only grammatical accuracy but also communicative competence and learner motivation (Anubha et al., 2018; Moe, 2019). This approach bridges the gap between form and function, helping learners apply grammar meaningfully across diverse communicative situations. Mag-atas and Sobrepeña (2023) reinforced this notion by advocating for classroom strategies that integrate real-world scenarios and feedback mechanisms to enhance students' practical language use. In multilingual and

multicultural classrooms, particularly in English as a Second Language (ESL) and English as a Foreign Language (EFL) context, contextualized grammar teaching has emerged as both a practical necessity and a progressive innovation (Mukhopadhyay et al., 2025; Sadaphal, 2025).

Several studies have demonstrated the pedagogical effectiveness of contextualized grammar teaching. For example, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) have been shown to foster grammatical competence, critical thinking, and learner autonomy by embedding grammar instruction in authentic, task-oriented interactions (Afreen & Warsi, 2025; Ellis et al., 2020; Lytovchenko et al., 2020). Supplementary strategies, including storytelling (Mariyam, 2024), multilingual classroom practices (Sadaphal, 2025; Mukhopadhyay et al., 2025), and role-play (Yogeswari & Nadigotla, 2024), have also been effective in developing integrated language skills and enhancing intercultural awareness. Supporting these methods, Amritavalli (2017) emphasized that second language acquisition is not the sole product of formal instruction but rather a complex, learner-driven process shaped by exposure, motivation, and cognitive variability. Likewise, Devaki (2017) emphasized the sociocultural dimension of language development, noting that authentic interaction plays a central role in internalizing grammatical forms an assertion that aligns well with the goals of contextualized grammar teaching.

In addition to oral and interpersonal communication, effective grammar instruction must also address reading and writing as intertwined literacy skills. Mukhopadhyay (2017) found that cloze-based tasks improved learners' ability to identify cohesive devices while free summarization tasks exposed weaknesses in integrating supporting ideas. Furthermore, Vineetha and Arunkumar (2017) identified key affective and cognitive filters such as motivation and previous language experience that influence second language learning. These findings reinforce the need for grammar instruction that is not only academically relevant but also emotionally supportive.

The writing domain reflects similar instructional needs. Borang and Gupta (2025) observed that undergraduate ESL learners in Arunachal Pradesh often struggle with grammar, organization, and adherence to academic conventions pointing to the need for process-oriented and participatory pedagogies. Writing difficulties are further compounded by psychological barriers. Saiyad and Mevada (2024) reported that ESL learners frequently experience writing anxiety due to fear of negative evaluation, low confidence, and insufficient support. To

address such issues, Goel (2025) reviewed Teng's work and highlighted the benefits of self-regulated learning (SRL), which encompasses cognitive, metacognitive, motivational, and social strategies that empower learners to manage their writing processes more effectively and independently.

Literature-based instruction also supports contextualized grammar teaching. Bedadur (2017) advocated for the integration of literary texts to develop linguistic awareness, critical thinking, and empathy. However, the successful implementation of this approach depends heavily on teachers' training in literary analysis, an area that remains underdeveloped in many teacher education programs. Kunwar (2024) further revealed that many first-grade teachers view writing as a mechanical task, often limited to copying and handwriting. This mindset highlights the urgency of promoting instructional practices that view writing and grammar as vehicles for expression and critical thought not just as sets of rules and drills.

Despite the growing support for contextualized instruction, traditional methods such as the Grammar Translation Method (GTM) and Audio-Lingual Method (ALM) remain dominant in many classrooms often due to rigid curricula, limited teacher training, and systemic constraints (Afreen & Warsi, 2025; Kak & Want, 2023; Tiwari, 2023). In Southeast Asian contexts such as the Philippines where English functions as a second language and Thailand where English serves as foreign language, these conventional approaches often fail to address learners' diverse linguistic backgrounds, emotional needs, and real-world communication demands (Medhi & Goswami, 2023; Nanquil, 2021). Filipino ESL teachers often struggle with challenges such as limited real-life use of English due to lack of exposure and practice and the mismatched between teachers' belief about grammar teaching and their actual classroom practices specifically among experienced and less experienced Filipino ESL teachers, all of which hinder the adoption of interactive learner-centered methods (Castro, 2023; Torres & Santos, 2021). Meanwhile, Native English Teachers (NETs) working in non-native contexts must navigate cultural expectations, institutional norms, and differing language ideologies, all of which shape their approaches to grammar instruction (Goswami, 2025; Sato & Oyanedel, 2019).

Although researchers and authors have emphasized the value of balancing form-focused and meaning-based instruction (Nair, 2023), few studies have examined how contextualized grammar instruction is understood and implemented across different cultural and institutional environments. Much of the existing literature tends to focus on isolated elements such as teaching methods, student outcomes, or teacher perceptions. There is a noticeable gap in comparative, qualitative studies that capture the lived experiences of both ESL teachers and NETs, especially regarding how they integrate real-life scenarios, cultural content, and learner needs into grammar instruction. While recent research has highlighted the benefits of translanguaging (Mukhopadhyay et al., 2025), communicative storytelling (Mariyam, 2024), and multimodal learning (Kumar, 2024),

there is still limited exploration of how these strategies are perceived and adapted by teachers in practice.

Given these concerns, this study examined the perspectives of ESL teachers in the Philippines and Native English Teachers in Thailand regarding contextualized grammar teaching. Specifically, it sought to identify perceived benefits, explore instructional strategies and challenges, and describe how cultural awareness was embedded in grammar instruction. The study aimed to contribute to a more inclusive and culturally responsive understanding of grammar pedagogy in ESL and EFL contexts.

## II. METHOD

### A. Research Design

The study employed a qualitative research design using a phenomenological approach to explore the perspectives and experiences of ESL and native English teachers. Phenomenological research seeks to understand individuals lived experiences and the meanings they ascribe to those experiences (Creswell & Poth, 2018). This approach was selected to gain deeper insights into how teachers perceive and implement contextualized grammar teaching within the distinct cultural and educational contexts of the Philippines and Thailand.

### B. Population and Sampling Technique

The study involved 12 participants: six NETs from Thailand and six ESL teachers from the Philippines. A non-probability sampling method, specifically convenience sampling, was used. This approach is commonly used in qualitative research to select participants based on their availability and willingness to participate (Etikan, Musa, & Alkassim, 2016).

### C. Instrument and Data Gathering Procedure

Data was gathered using semi-structured interviews, a well-suited method for exploring participants' experiences while allowing flexibility for follow-up questions to deepen responses (Kallio et al., 2016). To ensure the relevance and reliability of the interview guide, it was validated through peer debriefing and reviewed by research experts (Lincoln & Guba, 1985). Prior to data collection, written consent was obtained after clearly explaining the study's purpose, confidentiality protocols, and participants' rights. Due to geographical limitations, interviews with Native English teachers in Thailand were conducted online, while face-to-face interviews were carried out with Filipino ESL teachers in the Philippines.

### D. Data Analysis

Thematic coding specifically deductive approach was employed to analyze the data, as this method is widely recognized for its ability to identify and interpret patterns within qualitative research (Braun & Clarke, 2006). The analysis began with familiarization through repeated readings of transcripts, followed by initial coding to identify key patterns and recurring themes. Themes were then defined and named to accurately reflect participants' ideas while ensuring clarity and coherence (Nowell et al., 2017). Trustworthiness

was established through member checking, where participants reviewed findings for accuracy, and peer debriefing, where research experts reviewed the coding and themes (Creswell & Poth, 2018). Additionally, findings were compared with existing literature to validate the results (Lincoln & Guba, 1985).

*E. Ethical Considerations*

Ethical protocols were stringently followed throughout the study. The researcher complied with the Data Privacy Act to maintain the confidentiality of all personal information collected. Interview recordings, transcripts, and related documents were securely stored and accessible only to the researchers. All participants gave their informed consent and were guaranteed the ability to leave the study at any moment.

They were also guaranteed anonymity in any published or presented findings. Furthermore, the research adhered to the ethical guidelines prescribed by the American Psychological Association (APA) 7th Edition, particularly in citation and referencing practices.

III. RESULT AND DISCUSSION

Table 1 presents the emerging themes based on the perspectives of English as a Second Language (ESL) teachers in the Philippines regarding contextualized grammar teaching. The responses highlighted both the advantages and the challenges they experienced while integrating real-life scenarios and authentic materials into grammar instruction.

TABLE 1 Themes and Perspectives of Filipino ESL Teachers on Contextualized Grammar Teaching

Theme	Code	Significant Statement
Benefits of Contextualized Grammar Teaching	Motivation through relevance	“A contextualized approach to grammar helps them to get more motivated and engaged if they see themselves in the method of learning the language.” (P1)
	Increase student motivation and engagement	“A contextualized approach to grammar instruction typically increases students' motivation and engagement compared to traditional, rule-based teaching.” (P2) “I believe that the contextualized grammar approach to teaching grammar motivates and engage students compared to the traditional rule based teaching because they can relate to it.” (P4) “They are more motivated and engaged to learn and grasp grammar skills.” (P4)
	Active learning	“The use of familiar and interesting contexts can transform grammar lessons into interactive and enjoyable experiences, making students more active participants in their learning process.” (P3)
	Learner autonomy and interest alignment	“Students are more likely to be engaged and have the autonomy of their own learning because they are engaged in different authentic materials that is tailored to their interests and experience.” (P6)
	Willingness to participate	“The eagerness to participate and share one’s idea is observed, and natural.” (P5)
	Confidence-building	“This approach boosts their confidence and accuracy in applying grammatical structures.” (P2)
	Confidence in language use	“Students in contextualized grammar instruction get to boost their confidence to use the language.” (P5)
	Enhanced comprehension and performance	“They will have a better understanding and redemonstration of the language if they will be more exposed with those sources.” (P1)
	Improved retention and accessibility	“This approach not only aids retention but also helps students understand the nuances of language, making grammar more accessible and practical.” (P3)
Integration of Real-life Scenarios and Authentic Materials	Real-world grammar application	“Using authentic materials can help them contextualize the proper language use and observe their own level of constructing sentences.”
	Practicality of materials	“Example: If the activities, materials, and approach are appropriate with their practical use and real-life application...” (P1)
	Authenticity of language input	“Teaching grammar in context with authentic materials greatly enhances students’ ability to use grammatical structures in real-life communication.” “Authentic materials provide realistic examples...” (P2)
	Media-based exposure	“When students are exposed to authentic sources such as news articles, film dialogues, or social media posts, they see how grammar functions dynamically within language.” “This exposure helps bridge the gap between classroom learning and real-world language use.” (P3)
	Context-based comprehension	“Teaching grammar in context is using authentic materials to help students understand and master the concepts.” “They might as well use these in real-life conversations with their peers and teachers.” (P4)
	Transferability of input to real-life	“It makes them realize the accessibility of information where they can actually experience it every day.”
	Deepen semantic awareness	“The complexity of the structure of language is visible, which later on gives opportunity on how to work on the semantics of language through discourse.” (P5)
	Functional use of grammar	“The use of authentic materials helps students use their knowledge in grammar and use it in real life communication.” “Teachers are facilitators that serve as guide to their students' understanding and acquisition of the necessary grammar skill...” (P6)
Impact of Authentic Materials on Student Grammar Application	Multimodal learning support	“My students are audio-visual learners. They will have a better understanding and redemonstration of the language...”
	Metacognitive awareness	“It will also enable them to reflect on their own abilities as to what they can learn more about their grammatical skills.” (P1)
	Contextual grammar acquisition	“Exposure to authentic language source such as TV shows, news reports, and social media significantly improves students’ understanding of grammar and its practical uses.”
	Adaptability of grammatical knowledge	“This exposure helps students grasp the flexibility and nuances of grammar...” (P2)
Comprehensive grammar exposure	Intuitive grammar development	“Authentic materials... showcase different registers and dialects... giving students a more comprehensive grasp of grammar and its practical applications.”
		“This helps them develop a deeper, more intuitive understanding...” (P3)

	Real-world grammar exposure	“It exposed them to the practical use of English language which they cannot learn from rigid grammar rules in textbooks.”
	Cultural and functional awareness	“They can also be exposed to how language can be uniquely used in different culture and people...” (P4)
	Interactive grammar learning	“It keeps the interaction among students interesting and challenging...”
	Stability of real-life grammar use	“Determining the structure of language in that setup is dependable and constant which makes learning easy.” (P5)
	Cultural sensitivity through materials	“Using culturally relevant and authentic materials... students will have an understanding of cultural and language differences and are encouraged to be respectful of other culture.” “This influences their understanding of grammar across various cultural and language backgrounds.” (P6)
Integration of Cultural Awareness into Grammar Lessons	Inclusive grammar teaching	“I integrate culturally relevant and authentic materials to help students enhance their grammar understanding, making it more meaningful and engaging for them from diverse cultural and language backgrounds.” (P1)
	Cultural contextualization of grammar	“Using culturally relevant and authentic materials enhances students' understanding... helping students see the purpose and nuances of language structures.” (P2) “These materials... allow students to see grammar as part of a broader cultural narrative.” (P3)
	Cultural integration	“It also fosters inclusivity and deeper cultural understanding...” (P2)
	Cultural-contextual awareness of language use	“They can appreciate how language varies across contexts and how cultural factors influence language use.” (P3)
	Cultural Competence	“They will be exposed and familiarized with the differences in culture and be able to have a deep understanding...” “Become aware of it culturally.” (P4)
	Intercultural respect and modeling	“Students will have an understanding of cultural and language differences and are encouraged to be respectful of other culture.” “Teachers are encouraged to research on students' cultures...” (P6)
Challenges of Contextualized Grammar Teaching	Instructional differentiation	“Challenges such as differentiating instruction for students at various proficiency levels, requiring more time for contextualized activities...”
	Teacher competency demand	“Necessitating skilled teachers to create engaging learning experiences.” (P1)
	Balancing content difficulty for mixed proficiency levels	“Ensuring that content is neither too complex for beginners nor too simplistic for advanced students.” (P3)
	Learning gap due to mixed proficiency	“Balance student levels with instructional materials to offer differentiated support...” (P2)
	Cognitive overload for low-proficiency learners	“If you are teaching diverse levels of knowledge... one major challenge is confusion and disengagement.” (P4) “For beginners, the abundance of new vocabulary and complex sentence structures in authentic materials can be overwhelming.” (P3)
	Need for level-appropriate contextualization	“Ensuring that the context supports, rather than hinders, their understanding.” (P3)
	Cultural mismatch in materials	“Students might also experience culture-shock... The teacher should be critical in choosing appropriate authentic materials.” (P4)
	Difficulty connecting with contextual content	“Familiarizing oneself with the experiences given.”
Cognitive overload from complex content	“The depth of the given topic or scenario.”	
Limited access to contextual materials	“The accessibility of the information given to the students.” (P5)	
Content mastery and learner-teacher mindset	“The major challenge that I experienced... is the mastery of the subject matter and the attitude of the teacher and students.”	
Insufficient teacher expertise in grammar	“If the teacher does not have a thorough knowledge... she cannot deepen the context...”	
Lack of student motivation as learning barrier	“If the student is not motivated... it will still affect learning...” (P6)	

Filipino ESL teachers believed that contextualized grammar teaching encouraged stronger motivation and engagement among students. They observed that when learners saw themselves reflected in the materials and situations used in class, they became more interested and eager to participate. Participants noted that familiar contexts made grammar more enjoyable and easier to understand, helping students feel more confident in using the language. Learners became more active in class and took greater ownership of their learning, especially when lessons matched their interests and everyday experiences. Teachers also shared that this approach improved students' comprehension and retention by allowing them to connect grammar rules with

real-life use which supported their ability to perform better in both written and spoken tasks.

The use of real-life scenarios and authentic materials was seen as a key factor in effective grammar instruction. Filipino ESL teachers explained that students better understood grammatical rules when they were presented through materials such as news articles, films, and social media. These resources made grammar lessons more dynamic and practical, as they helped students connect classroom learning with real-life communication. Teachers also believed that authentic materials supported deeper semantic understanding, as students were exposed to the structure of everyday language. They emphasized the importance of using a variety of formats

visual, audio, and textual to support learners with different preferences, and saw themselves as facilitators who guided students toward meaningful and functional grammar use.

In addition, Filipino ESL teachers shared that authentic materials helped students improve their grammar application in practical contexts. These materials exposed learners to real-world language, allowing them to observe grammar in use across different situations and cultures. This experience helped students understand that grammar is not fixed but adaptable depending on the situation and speaker. Teachers also noticed that learners became more intuitive in their understanding of grammar as they encountered different dialects, registers, and patterns. The exposure to varied language forms encouraged students to think critically and apply their grammar knowledge more confidently. Moreover, participants noted that learning became more interactive and engaging when authentic resources were used, especially when students were encouraged to collaborate and share their interpretations.

The participants emphasized the value of integrating cultural content into grammar instruction. They believed that using culturally relevant materials helped students become more aware of language differences and develop a respectful understanding of other cultures. Filipino ESL teachers reported that when grammar was taught through stories, texts,

or media from various cultures, students not only learned grammar rules but also understood the reasons behind certain structures. This cultural contextualization made lessons more inclusive and meaningful, especially for learners from diverse backgrounds. In addition, participants shared that students began to appreciate how grammar and language changed depending on the culture which helped them become more sensitive and competent communicators.

Despite the benefits, teachers identified several challenges in implementing contextualized grammar teaching. One of the main concerns was adjusting instruction for students with different levels of proficiency. Some students, especially beginners found it difficult to keep up when materials contained advanced vocabulary or complex sentence structures. Teachers also noted that students sometimes struggled to relate to the context of the materials especially if the topic was unfamiliar or culturally different. Additionally, creating and selecting level-appropriate, relevant materials required extra time and preparation. The lack of mastery in grammar among some ESL teachers, along with unmotivated learners, further affected the success of the approach. These issues highlighted the need for teacher training and careful material selection to support effective grammar learning in context.

TABLE 2. Themes and Perspectives of NETs on Contextualized Grammar Teaching

Theme	Code	Significant Statement
Benefits of Contextualized Grammar Teaching	Emphasis on communicative competence	“Teaching grammar in context allows for more flexibility... grammatical accuracy is not as important as effective communication.”
	Contextual adaptability	“Students will be better prepared to adapt the language to various contexts and situations that arise in real life.” (P1)
	Functional grammar comprehension	“This approach facilitates a deeper understanding of the functional application of grammar rules... and the application of the learned language skills in practical communication scenarios.” (P2)
	Increase student motivation	“Compared to manufactured textbook examples, real resources are more motivating and relevant to students' interests and experiences.”
	Student expression and confidence	“This higher degree of involvement encourages students to express themselves in the language and enhances their knowledge of grammar.” (P3)
	Engagement through authentic materials	“Authentic materials and activities are frequently more engaging for students than textbook exercises. They pique students' attention and curiosity.” (P4)
	Leamer-centered instruction	“Teaching grammar in context is finding the right lesson that will motivate and interest the student to learn new words and sentences.” “All of my students tell me it is boring and that they don't enjoy the lessons. We need to change that by incorporating teaching grammar in context” (P5)
Integration of Real-life Scenarios and Authentic Materials	Active engagement	“This increased engagement can motivate students to actively engage with the language and improve their grammar skills.”
	Meaning-based grammar learning	“Teaching grammar in context, students learn to connect grammatical patterns with the meaning of texts, which improves their understanding of language usage.” (P6)
	Real-world grammar application	“Authentic materials, such as TV shows, news reports, radio broadcasts, commercials, documentaries... allow the students to see first-hand the role grammar plays in effective communication.”
	Natural language exposure	“Authentic learning materials can help in the mastery of grammatical skills because they expose the students to the use of grammar in a natural context.”(P1)
	Differentiated instruction	“The incorporation of diverse materials enhances the learning experience, catering to various preferences and learning styles... based on age and proficiency level.” “Different materials provide educators with the flexibility to present grammar concepts in engaging ways.” (P2)
	Practical language function Learning through media	“Genuine tools help them understand how grammar plays a role in everyday speech.” “From teaching children, I can see why they pick-up real-world grammar because it is the grammar they hear in movies and in their favorite songs.”(P3)
	Use of multimedia resources	“Authentic materials reflect real-world language usage... For example, listening to a podcast or watching a movie exposes students to natural language patterns.” “This allows them to appreciate the subtleties of grammar rules and how they contribute to conveying meaning.”(P4)
Interactive grammar instruction	Interactive grammar instruction	“We need to have less bookwork and more activities that involve having fun, singing, and group work lessons.” “Incorporating teaching grammar in context targeting the specific students and catering their needs with lessons and assignments from online applications.” (P5)
	Task-based learning	“Authentic materials like newspapers, movies, or social media posts offer learners exposure to how

		grammar is used naturally in various contexts.” “Authentic activities such as role-playing, storytelling, or problem-solving tasks allow students to apply grammar rules in practical communication scenarios.”(P6)
Impact of Authentic Materials on Student Grammar Application	Grammar in communicative context Exposure to diverse language forms	“Authentic materials help the students to improve their grammatical skills by showing them how grammar works to aid effective communication in the real world.” “They expose the students to colloquialisms, idiomatic expressions, and various sentence structures that they might not learn otherwise.” (P1)
	Grammar internalization	“Exposure to authentic real-world examples and practical contexts allows language learners to internalize grammar rules, witness actual language use... This contributes to fostering a more intense understanding of a language.” (P2)
	Beyond textbook learning	“Learners are exposed to a range of language usage in genuine sources, such as slang, colloquialisms, and regional dialects... develop a deeper comprehension of grammar beyond what is provided in textbooks.” (P3)
	Applied grammar practice	“Students can see how grammatical structures are utilized in various contexts, including conversations, news reports, and literature... discussing a current event or dissecting a piece of literature enables students to use their grammatical knowledge in practical ways.” (P4)
	Cultural grammar contexts Grammar across language varieties Cultural context awareness	“Authentic materials often reflect cultural nuances and expressions, providing learners with insights into how language is influenced by culture.” “Exposure to different dialects, registers, and styles of language use broadens their understanding of grammar variations.” (P6) “Learners may obtain an understanding of the cultural context of how languages are spoken by using real resources which often represent customs and norms.”
	Authentic textual exposure	“Newspapers give insight to real-world usage and teach students about current events... It allows students to see how grammar is applied in different contexts.” “Authentic materials can be the missing link for students to fully understand grammar.”
	Integration of Cultural Awareness into Grammar Lessons	Cultural self-awareness Critical cultural engagement
Language-culture link		“Authentic materials often reflect cultural nuances and expressions, providing learners with insights into how language is influenced by culture.” “This understanding can deepen their grasp of grammar rules within cultural contexts.” (P6)
Cross-linguistic comparison		“Drawing connections between the target language and learners' native language... facilitates understanding by providing a reference point for similarities and differences.”
Cultural context awareness		“Learners may obtain an understanding of the cultural context of how languages are spoken by using real resources which often represent customs and norms.” “Acquiring this cultural awareness enhances learners' language abilities generally and makes them better communicators.” (P3)
Challenges of Contextualized Grammar Teaching	Rigid traditional teaching practices	“It is strictly textbook and board lessons where the students write excessively. Repetition is the standard for their development.” “Too many students get lost in the meaning of the pronouns, verbs, nouns, and adjectives. They cannot differentiate any of these words and their meaning. They only know where to write it in a sentence based on its looks.” (P5)
	Student confusion over grammatical terms	
	Lack of Integration Between Grammar and Real-Life Usage	“Thailand struggles with English because they don't apply real world usage in their grammar lessons.” “Many grammar rules are the complete opposite of English and can be challenging for them to grasp.” (P5)
	Tension between accuracy and fluency	“Authentic materials... do not focus on teaching specific grammatical rules, but instead... grammatical accuracy is not as important as effective communication.” (P1)
	Difficulty in selecting level-appropriate materials Need for differentiated instruction strategies	“The careful selection of materials based on age and proficiency level is a critical consideration... Tailoring materials ensures relevance and appropriateness.” “Aligning teaching methodologies with learners' level is equally crucial... necessitating varied approaches.” (P2)
	Time Constraints in the Classroom Complexity of English language for learners	“When teaching you only get so much time with students, so it is important to make a lasting impact and encourage them to speak openly regardless of their grammar.” “English can be very confusing to speak correctly even for a native speaker.” (P3)
	Limited exposure to real contexts in traditional settings	“Authentic resources provide possibilities for language practice in actual contexts...” (P4)
	Lack of student engagement and motivation Linguistic differences between L1 and English	“All of my students tell me it is boring and that they don't enjoy the lessons... we need to change that by incorporating teaching grammar in context targeting the specific students and catering their needs.” “Many grammar rules are the complete opposite of English and can be challenging for them to grasp.” (P5)
	Difficulty in balancing linguistic and cultural input Managing varied linguistic inputs for learners	“Authentic materials often reflect cultural nuances... providing learners with insights...” “Exposure to different dialects, registers, and styles of language use... broadens their understanding...” (P6)
	Teachers' Need for Deeper Grammar and Pedagogical Knowledge	“There is a real significance for educators to possess a full knowledge of grammar and the effective methods of language instruction.” “Educators equipped with a solid grasp of grammar can effectively address students' questions, provide clarifications, and offer insightful explanations.” (P2)

In Table 2, Native English Teachers emphasized that teaching grammar in context brought multiple advantages, especially in developing students' communicative competence. NETs noted that this approach allowed for greater flexibility in instruction and made language learning more meaningful by preparing students to adapt grammar to real-life situations. They believed that grammar taught through practical use enhanced functional understanding, increased student motivation, and encouraged self-expression. The shift from textbook examples to real-life content resulted in more engaged learners, with teachers observing that students felt more confident and involved when grammar was connected to meaningful communication. Furthermore, learner-centered instruction and meaning-based learning were highlighted as key strategies that helped students see grammar as a tool for effective interaction rather than a set of isolated rules.

The findings showed that incorporating real-life scenarios and authentic materials into grammar instruction created a more dynamic and personalized learning environment. Teachers shared that using materials such as TV shows, music, and news reports exposed learners to natural language patterns and made grammar more relatable. These materials allowed for differentiated instruction catering to diverse proficiency levels and interests. NETs also stressed the importance of interactive learning, stating that role-plays, group activities, and digital tools made grammar lessons more enjoyable and meaningful. The presence of real-world language use in these resources helped students understand how grammar functions in everyday communication, supporting deeper engagement and motivation.

Authentic materials were seen as highly effective in helping students apply grammar skills in real-world contexts. NETs observed that these resources facilitated the internalization of grammar rules and encouraged learners to move beyond textbook knowledge. When students encountered varied sentence structures, slang, and regional dialects, they developed a broader understanding of language. NETs noted that authentic contexts helped learners use grammar practically whether through conversations, news articles, or literature leading to improved confidence and fluency. This exposure also fostered cultural awareness, as students gained insights into the ways grammar reflects societal norms, customs, and language variations.

Native English Teachers in Thailand strongly advocated for the integration of cultural awareness into grammar lessons. They explained that authentic materials such as newspapers and media content, not only illustrated grammar in use but also encouraged students to reflect on cultural identities both their own and others'. NETs believed that understanding how grammar varies across cultures and dialects helped learners become more thoughtful and competent communicators. Drawing comparisons between the learners' native language and the target language was also seen as an effective strategy for highlighting linguistic and cultural nuances which in turn enhanced students' comprehension and appreciation of grammar.

Despite the benefits, NETs encountered several challenges in implementing contextualized grammar teaching. Many reported that traditional grammar instruction remained rigid and heavily textbook-based, leading to student disengagement and confusion. Learners often struggled with understanding grammatical terms and applying them meaningfully. They also highlighted a lack of alignment between grammar rules and real-life language use as well as the difficulty of selecting appropriate materials for different proficiency levels. Time constraints and the complex nature of English further complicated classroom instruction. Moreover, NETs expressed the need for stronger pedagogical knowledge and a deeper understanding of grammar to better address these issues. They acknowledged that balancing linguistic input with cultural content required careful planning to ensure student comprehension and engagement.

TABLE 3. Comparison of ESL and NETs on Contextualized Grammar Teaching

Themes	Filipino ESL Teachers	Native English Teachers (NETs)
1. Benefits of Contextualized Grammar Teaching	Reported increased motivation, engagement, and learner confidence through relatable contexts and active learning.	Highlighted improved communicative competence, student motivation, and confidence via functional grammar use.
2. Integration of Real-life Scenarios and Authentic Materials	Emphasized practicality, relevance, and comprehension through familiar and culturally aligned materials.	Focused on authentic input, real-world tasks, and media-based resources to enhance learning relevance and flexibility
3. Impact of Authentic Materials on Grammar Application	Believed authentic materials helped deepen understanding, support metacognition, and promote meaningful use.	Reported that materials supported grammar internalization and encouraged use of diverse forms and applied learning.
4. Integration of Cultural Awareness	Advocated for cultural inclusivity, sensitivity, and competence using culturally relevant texts.	Emphasized cultural nuance, cross-cultural comparison, and the role of language in identity and communication.
5. Challenges in Implementation	Faced issues in differentiation, student motivation, teacher content mastery, and access to suitable materials.	Encountered difficulties balancing accuracy vs. fluency, selecting appropriate materials, and managing mixed abilities.

Table 3 presents a comparison showing that both ESL teachers in the Philippines and Native English Teachers (NETs) in Thailand acknowledged the importance of contextualized grammar teaching, particularly in enhancing learner motivation and making grammar instruction more meaningful. While Filipino teachers placed strong emphasis on student relatability, cultural alignment, and confidence-building, NETs focused more on communicative effectiveness and real-world application. Both groups supported the use of authentic materials and agreed that this fostered deeper grammar understanding and practical language use. However, they encountered different sets of challenges Filipino ESL

teachers highlighted instructional differentiation, and resource limitations, whereas NETs raised concerns about balancing fluency and accuracy, as well as adapting materials for diverse learners. This suggests that contextualized grammar instruction, while beneficial, must be adapted to the teaching context and student population.

### *Discussion*

Both Filipino ESL teachers and Native English Teachers (NETs) recognized the benefits of contextualized grammar teaching in improving student motivation, engagement, and skill development. They consistently reported that learners became more confident, participative, and expressive when grammar lessons were embedded in real-life contexts and supported by authentic materials. These findings affirmed that contextualized instruction not only enhances language competence but also contributes to students' overall learning experience.

The results aligned closely with previous studies. For instance, Afreen and Warsi (2025) emphasized that communicative language teaching (CLT), especially when grounded in real-life communication, significantly improves critical thinking and engagement. Similarly, Mag-atas and Sobrepeña (2023) highlighted the importance of specialized workshops that integrate real-world scenarios and feedback to enhance students' communication skills. The emphasis by both ESL teachers and NETs on communicative competence and learner-centered approaches echoed this view. Similarly, Sadaphal (2025) and Mukhopadhyay et al. (2025) found that the use of multilingual and authentic materials increased student comprehension and language performance outcomes mirrored in this study as participants noted that students could better understand and apply grammar when exposed to real-world language inputs.

However, differences also emerged between the perspectives of Filipino ESL teachers in the Philippines and NETs in Thailand. While Filipino teachers highlighted the importance of cultural relevance and learner identity in selecting contextual materials, NETs placed more emphasis on communicative fluency and learner autonomy. This contrast reflects the difference in instructional priorities between ESL and EFL contexts. As Nair (2023) suggested, teaching models must be adapted to suit local needs, and teachers should theorize from practice. The results of this study confirmed this claim, showing that while the philosophy behind contextualized teaching is shared, its application varies based on classroom realities and cultural expectations.

The study provided further evidence that grammar teaching need not be limited to rule-based instruction. Instead, it supported the view advanced by Goel (2025) that strategic learning including self-regulation, motivation, and real-world engagement enhances language acquisition. Moreover, the integration of cultural awareness in grammar lessons, as discussed by both groups of teachers aligned with Sadaphal's (2025) conclusion that culturally responsive pedagogy fosters inclusivity and language competence.

Challenges related to instructional differentiation, student proficiency gaps, and the careful selection of authentic

materials were consistently noted by participants. These challenges highlight practical concerns that were also raised in earlier studies. For instance, Nair (2023) argued that combining form-focused and communicative instruction can be complex, especially when student readiness levels vary. Furthermore, Sato and Oyanedel (2019) found that EFL teachers often experience conflict between theory and classroom realities, a dilemma evident in the NETs' concern over balancing fluency and accuracy.

Additionally, the integration of storytelling, visual aids, and thematic contexts highlighted in the symposium reported by Mariyam (2024) and the review by Sinha (2017) proved effective in supporting grammar instruction. These elements, when embedded in lessons, function as scaffolds that bridge abstract rules with tangible meanings (Khar, 2017; Bedadur, 2017). These tools enhance understanding, especially among students with limited linguistic backgrounds and affirm the study's finding that grammar instruction must be both contextual and visual for greater impact.

Nonetheless, the findings of this study carry important implications. They confirmed that contextualized grammar teaching fosters deeper engagement, learner autonomy, and cultural sensitivity, essential elements for communicative competence in today's multilingual world. This approach supports both linguistic and intercultural development when students are allowed to interact with language in ways that reflect real life. As the global demand for effective English communication continues to grow, grammar teaching that integrates cultural, functional, and learner-centered dimensions becomes more relevant than ever.

### IV. CONCLUSION

This study explored the perspectives of Filipino ESL teachers in the Philippines and Native English Teachers (NETs) in Thailand on contextualized grammar teaching, focusing on its perceived benefits, the integration of authentic materials and cultural content, and the challenges encountered in different teaching contexts. Teachers from both groups emphasized that when grammar was taught in ways that reflected learners' lives, interests, and cultures, students became more motivated, confident, and engaged in their learning. The study reiterated that grammar is more than just a set of structural rules and contextualized grammar teaching allowed learners to see grammar as a tool for communication, cultural understanding, and personal expression. This approach not only enhanced linguistic accuracy but also promoted a deeper understanding of how language functions in everyday situations. The study also highlighted the role of authentic materials in helping students internalize grammar and apply it flexibly across various contexts and registers. When cultural content is carefully selected and integrated it enriches students' appreciation of language and its connection to identity, values, and social norms.

This study showed that contextualized grammar teaching can be more engaging, inclusive, and effective when grounded in real-life experiences and cultural relevance. It affirmed that both ESL and EFL contexts could benefit from pedagogical approaches that combine language form with meaning,

purpose, and cultural insight. As classrooms become more linguistically and culturally diverse, this study offered timely evidence that grammar instruction must evolve to meet learners' real-world communication needs. Teaching grammar in context is not only about improving language skills but also about helping learners use the language to connect, express, and understand both themselves and others.

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