



Teachers' Perceptions of the Advantages and Disadvantages of Online Teaching of English Grammar at University Level

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Abstract in English

Abstract

The use of recent technologies has posed new challenges to teachers in terms of developing suitable teaching approaches of language teaching and learning and looking for the ways to set their online courses to achieve utmost benefits. As such, teachers who adopt online teaching should be equipped with the necessary technology skills, content knowledge, communicative and organizational skills, and motivation to be able to assess and pinpoint the extent to which the shift from face-to-face teaching to online teaching could be advantageous. This research investigates the problem that little research has conducted on the teachers' teaching practices and the challenges they face. The current research aims at identifying university teachers of grammar perceptions. It hypothesizes that (1) online teaching is quite beneficial and its advantages outweigh the disadvantages, (2) there are no differences between male and female teachers' perceptions of the advantages and disadvantages of this mode of teaching. To achieve the aim and validate the hypotheses, a 20-item questionnaire has been constructed. The questionnaire got validity by a panel of experts and proved reliable (0.86 value) by presenting it twice to 5 university teachers of grammar. Hence, it could be administered to a sample of 12 university teachers of grammar (8 males and 4 females) at universities of Mosul, Duhok and Zakho. On analyzing the collected data, the values representing the advantages outweighed the disadvantages and there were no differences between the sample's perceptions in terms of their gender,

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1. Introduction

The quality of online teaching forms a prime concern for the people concerned about the educational process as the use of this mode of teaching has been quite popular worldwide. To achieve various objectives and fulfil learners' diverse needs and interests, teachers, as they are supposed to be a focal element in motivating students and engaging them in the learning activities, have to adjust to a variety of social, physical, emotional, and financial changes to their life. Since the main focus of language learning is to make learners develop effective interaction and communication, language teachers who are teaching online are supposed to have the required new teaching skills and practices since both teaching materials design and students' engagement with different communicative technologies form crucial prerequisites.

It is undoubtedly true that having got used to one particular mode of teaching, mainly face to face teaching, makes it difficult for teachers to have a rapid transition to online teaching at large and, under the best of circumstances, teaching grammar, in particular. This is crystallized by the idea that the sudden shifting from teaching face to face teaching to teaching online is challenging because students have to maintain their social distance from their friends and family. Moreover, a large number of students find it difficult to adjust to the new situation and miss face-to-face interactions with their teachers. On this basis, perceptions have been thoroughly investigated in the domain of education in general and foreign language teaching and learning in particular. This is due to the fact that a variety of teachers' personal traits, their viewpoints in particular, noticeably impact the whole process of foreign language teaching and learning in general, and the teaching of any subject at any study stage in particular.

Regarding the problem that the current research seeks to investigate, traditional face-to-face teaching of grammar can be difficult due to the newly introduced new ways, values, approaches, and methods of teaching and/or learning that are either favored or disfavored by the people concerned, the transition to online teaching can undoubtedly bring in obstacles as well. Additionally, online teaching has been criticized by proponents of face-to-face teaching for lacking many of the elements of efficient and successful teaching. Also, teachers endeavor to select the appropriate teaching methods that are conducive to learners better learning form a serious challenge that they face; an issue that is noticeably applicable to language courses. They set out of the idea that teaching grammar is a key aspect of teaching English as a foreign language (EFL). As such, they have expressed unhappiness with online teaching of grammar; a claim that the current research seeks to substantiate. All this is added to the fact that little research has tackled the teaching practices of the teachers teaching online, and still less has attended to teachers preparation to adopt online language teaching in general and teaching English grammar in particular.

To address the research problem, the following research questions have been posed:

- How is online teaching perceived by teachers' of grammar at university level in terms of its advantages and disadvantages?

- Do the advantages expected from teaching grammar online really outweigh the disadvantages as perceived by teachers of grammar at university level?
- Are there differences between male and female teachers of grammar at university level concerning their perceptions of online teaching of the subject?

As for the scope of this research, it is limited to the online teaching of grammar at university level by probing the perceptions of a sample of 12 university teachers of grammar (4 females and 8 males) during the academic year 2023-2024 who were asked to give responses to a questionnaire designed to elicit their perceptions in terms of the advantages and disadvantages of online teaching of grammar at university level.

Since the current research is intended to quieten the heated debate on the advantages and disadvantages of online teaching of grammar at university level, the findings are expected to be of benefit to the people who have been involved in teaching grammar both traditionally, i.e. face to face and online teaching. Teachers are expected to enhance the positive points obtained from the online teaching of grammar and minimize the impact of the negative points or aspects. Students, on their part, are also expected to benefit from the findings arrived at in terms of the benefits and challenges that will be pinpointed. Finally, educational authorities at different responsibility levels, departments, colleges, universities and even the ministry, can draw upon the findings of the current research regarding the recommendations that are expected to (a) vitalize and boost the mode of online teaching and (b) minimize the effect of the elements and circumstances that negatively impact the process of online teaching at large and the teaching of grammar in particular.

2. Literature Review

2.1 Definition of Grammar

The word grammar means "craft of letters" in Greek. Grammar is a language's methodical study and description. According to Nordquist (2020), grammar can be described as a collection of guidelines and illustrations pertaining to a language's syntax and word structures, or morphology and also the group of rules that make sentence organization quite possible. Some components of grammar are parts of speech (verbs, adjectives, nouns, adverbs, prepositions, conjunctions, modifiers, etc.), clauses (independent, dependent, compound), punctuation (commas, semicolons, and periods—when used effectively), and language mechanics (word order, semantics, and sentence structure) (<https://writer.com>).

According to Crystal (2006), the study of grammar encompasses all possible meaning contrasts that can exist inside sentences. On this basis, the researcher of the current study defines grammar as the set of structural rules that influence how words, sentences, and phrases are put together in a given language. Through the methodical study and description of a language, the researcher explains how words and their constituent parts interact to form sentences.

2.2 The Role of Grammar in Language Teaching and Learning

The role of grammar in teaching EFL has long been discussed and duly resulted in extremely opposite attitudes of those who maintain that grammar should be a main element in language teaching and those who see no benefit of grammar teaching at all.

Likewise, each method or approach to language teaching gives the teaching of grammar a varying level of importance in their syllabi or classroom activities (Ur, 1996).

Richards (2013) states that "contemporary approaches to grammar describe grammatical knowledge and grammatical systems in terms of the way people actually use the language, not the way they "should use" it" in response to a question about the role of grammar in learning English and the methods of teaching grammar.

Prescriptive grammar, which is frequently based on the characteristics of written language as they were defined several generations ago, is grammar in terms of how people "should" speak. Today's published materials and language education courses typically aim to portray grammar as it is actually used by English speakers, frequently drawing upon corpus research and the study of real-world language usage. However, mastering grammar is a major issue for many language learners because its resources are frequently substantially different from those utilized in the learner's original language. Grammar is necessary for effective communication; without it, language would be completely nonsensical. In other words, language producers and receivers have two main similar systems in language use so as to understand each other. This means that without grammar, a language, to put it metaphorically, is merely a random pile of bricks that is lacking a mortar to put them together. Finally, a language stripped of the basic grammatical components, is really worthless (Nordquist, 2020). Greenbaum and Sidney (2002) highlight the importance of grammar in language acquisition and mention the following uses for studying grammar:

- Punctuation—often—requires—an—understanding—of—grammatical—systems. When learning the grammar of a foreign language, it helps to know the grammar of one's own language.
- Knowing grammar is useful when evaluating literary and nonliterary works since grammatical analysis can sometimes be crucial to understanding a paragraph.
- Learning English grammar is helpful while writing; it can help in evaluating the options to revise a previous piece of writing.

According to Nordquist (2020), it may be simpler to interact with coworkers, superiors, and subordinates in a professional setting if you have good grammar. Effective communication is essential for many jobs, such as giving directions, getting feedback, outlining the goals of a project, and creating resources. Grammar is the foundation of communication, according to what has been said so far. Grammar rules can help students develop the ability to reason logically and clearly. Students might become more proficient in the language after learning grammar. It is hard to communicate clearly without using good grammar. Using appropriate language while expressing ideas and thoughts helps to avoid misunderstandings. A person's poor grammar can give others a negative impression of them. Additionally, some people think that utilizing proper grammar is a sign of knowledge and intellect because it promotes the development of fluency. Finally, a person who has mastered grammar will find it much easier to organize and communicate their views. Students will thus be more comfortable reading, writing, and speaking the language (<https://journalpro.ru/articles>). Grammar, therefore, is still one of the most crucial components of learning a language, regardless of how significant it is thought to be. According to Ellis (2006), grammar has played a crucial role in language instruction and still does.

According to Hinkel and Fotos (2002), grammar instruction has long been a cornerstone of English language instruction worldwide, despite being a challenging issue for educators, methodologists, teachers, and ESL/EFL specialists.

2.3 Face to Face Vs Online Teaching of Grammar

Generally speaking, there is disagreement over the benefits and drawbacks of online education. Online grammar instruction is certainly not an exception, but when compared to other language abilities or characteristics or other courses related to language and linguistics, the benefits and drawbacks mentioned may differ. However, there are different opinions and points of view among interested scholars on the comparison of face-to-face and online teaching in terms of the benefits and drawbacks of each of these two teaching modes. Furthermore, as online learning gains popularity, the benefits and drawbacks of this approach to instruction in comparison to face-to-face has been a topic of much concern to teachers, learners, administration authorities and learners' families. This is especially true that educators must increasingly be able to create online course materials and interact with students through the use of communication technologies (Davis and Roblyer, 2005).

The use of much body language by the teachers who teach face to face makes this mode of teaching different from online teaching which lacks both body language and eye contact. Teachers must put in more time and effort to explain word meanings and correct their pupils' incorrect pronunciations because of this deficiency in nonverbal communication. Such a restriction on online teaching would be advantageous since it would stimulate and motivate teachers to look for new ways to impart knowledge (Lin & Zheng, 2015), and facilitates communication outside of the traditional classroom, but it may also provide new pedagogical issues because most online communication lacks contextual information and non-verbal clues (Hauck & Stickler, 2006).

Kennedy and Archambault (2012) point out the ways that online and face-to-face teaching differ from one another. First, it should be mentioned that in a classroom, or face-to-face teaching, the teacher can address inquiries from the students while presenting and explaining ideas and examples. The teacher may assign a task to each student or select any student to respond. Students may find online sessions extremely upsetting because of the distance between them and their teachers as well as the absence of face-to-face interaction. Second, because a teacher has to prepare materials and wait for students to connect, time is another problem with online teaching. When both teachers and students are expected to commit to a class start time and have prior knowledge, this problem has no place in face-to-face teaching. Teachers are typically expected to review and get ready for the upcoming classes, and students are expected to prepare the materials that will be presented and discussed in class beforehand. Third, many students struggle to approach online classrooms for clarification or more explanation of a particular subject or grammatical rule due to a lack of technological ability and internet fluctuations. On the other hand, because they may feel more engaged in the course and may be more equipped to apply grammatical principles in a classroom context than they would be in an online course, students who receive face-to-face teaching are more motivated and interested in continuing to participate in the ongoing activities. Fourth, since most students are really motivated to learn about the course and take part in classroom activities, their participation in face-to-face teaching

creates a good and constructive phenomenon. Furthermore, students can easily work together in groups or pairs to finish their assignments and bring up any issues with rules, procedures, or patterns with their teachers immediately. Fifth, in a face-to-face setting, teachers can monitor which students bring their textbooks to class, appropriately present a variety of examples, make the concepts and structures more effective when applied, and help students learn more effectively by providing feedback on their meticulous grammar study and practice.

2.4 Online Teaching of Grammar

In general, the atmosphere around grammar is daunting. Because grammar is perceived as a difficult set of rules to learn, it can be difficult for teachers to make their sessions engaging. As such, teaching grammar online is challenging because it calls for a more creative approach. On this basis, the following few strategies can be used to effectively teach grammar online in order to interest students and maintain interactive classes: 1) Drawing students in with a dramatic introduction to the chosen subject and inventive use of noises, images, music, and other props, 2) Using pre-recorded video courses to tell stories, 3) Making use of grammar games, which can be entertaining and engage kids, 4) Teaching grammar through application and in the context of written and spoken communication 5) Using many online instructional modalities, 6) Maintaining student interest by limiting the length of the live grammar lectures to 30 to 40 minutes, teaching only one subject at a time, and keeping things straightforward, 7) Considering that it is essential to reach students at their level of comprehension, teachers form their online grammar lesson plan by asking themselves a few important questions (Wills, 2023). The Really Great Teacher Company (2025) views the following procedures effective for teaching grammar online: 1) Designing and assessing lessons on the basis of the aforementioned guidelines in order to help each student on their path to understanding the subject, i.e. English grammar, 2) Determining the level of English grammatical knowledge a teacher must possess before teaching, 3) Using visual aids, which not only make complex grammar rules easier to understand but also more aesthetically pleasing since they allow abstract concepts to be translated into concrete images, 4) Introducing culture as this can highlight grammar's pervasiveness in students daily lives while making learning it enjoyable and accessible, and 5) Teaching through songs so as to illustrate and practice grammar concepts.

2.5 Previous Related Studies

Online grammar instruction and learning have been the subject of numerous significant and fruitful studies. In 2005, Al-Jarf examined a group of 238 Saudi female students enrolled in their first English grammar session. Two student groups in the course completed two grammar tests after studying a specified list of grammar-related topics. The teacher would provide links to grammar homework and publish grammar lectures online once a week for one group of pupils. During the (study) semester, the participants were urged to see the grammar lesson for a second time and send their answers to a website under the title "Grammar Tasks". Instead of fixing their answers, the facilitator would point out the kind of mistakes they made and encourage students to go back and review them. When the semester came to its end, the participants who took part in the online activities performed noticeably better on grammar tests than the control group. In his conclusion, Al-Jarf claimed that "substantially better achievement

in the experimental group" resulted from the usage of both online grammar training and its counterpart face-to-face training.

Similar results were arrived at by Jin (2014) with a sample of Korean undergraduate students enrolled in an English grammar course. The students in one study group were instructed to use a smartphone application for any course-related assignments, questions and answers, and topical discussions. Instead of participating in the group conversation during this time, the teacher opted to observe it. Jin claims that compared to the control group, participants in the online discussions improved their knowledge of grammar. Thirty Malaysian secondary school students with relatively low English proficiency participated in three online grammar game sessions as part of a study by Hashim, Rafiq, and Yunus (2019). The research team looked into whether playing online games may help students learn English grammar using tools like Kahoot and Socrative. The study came to the conclusion that using online language games to learn grammar helped students get better results since they scored higher on the post-test than the pre-test. The results of the earlier research provide credence to the notion that online education and extracurricular activities are effective means of enhancing language skills, especially in the area of English grammar. The benefits and drawbacks of teaching grammar online are the main topics of the current study. Based on this, a sample of educators was asked to weigh the benefits and drawbacks of university-level online grammar instruction. The sample of university-level grammar teachers believes that the benefits of online instruction exceed the drawbacks and difficulties, according to an analysis of the data gathered in light of the study's objectives, hypothesis, and research questions.

B. Methodology

3. Population and Sample of the Research

The EFL Teachers at the depts. of English at different colleges of universities of Mosul, Duhok and Zakho formed the population of the current research. Out of the population, 12 teachers of grammar were chosen to respond to the 20 items of the questionnaire during the academic year 2023-2024. The sample was supposed to give responses in terms of the application of the items to them according to Licker's 5-option scale which ranges from a Very Large Extent to a Very Low Extent (See Appendix).

It is worthy to note that one variable, namely teachers gender, is considered in the current research since the small number of teachers of grammar in the sample restricted elaboration on other variables such as academic status and years of experience in teaching grammar.

4. Procedure and Data Collection

A questionnaire of (20) items was prepared to achieve the aims of the current study. The items of the administered questionnaire were elicited from answers to a question directed to a number of university teachers of grammar who had the experience of teaching grammar online. The question was:

As a university teacher of grammar, how do you perceive the advantages and disadvantages of teaching grammar online? The selected items were presented to a panel of juries to get validity. The juries stated that the 20 items fit the topic of the research. This was followed by piloting the questionnaire on a sample of (5) teachers of "Grammar" at university level on two occasions, with a time interval of 2 weeks; i.e. applying the test-retest method by using Pearson Coefficient Correlation technique. The

correlation between the two tests was found to be coefficient and it scored 0.86, a value that indicates the high reliability of the questionnaire. Building on that, the questionnaire was approved and put in its final version.

5. Data Analysis

Analysis of the gathered data collected by administering the questionnaire was conducted to find out Weighted Arithmetic Mean (WAM) of each item. The items were then ranked on the basis of their values from the highest to the lowest. Table 1 presents the advantages and disadvantages of online teaching grammar at university level.

Hypothesis.1

The online teaching of grammar is quite beneficial and that the advantages obtained from such teaching outweigh the disadvantages”

Research Questions no.1 & 2

RQ1. How is online teaching perceived by teachers’ of grammar at university level in terms of its advantages and disadvantages?

RQ2. Do the advantages expected from teaching grammar online really outweigh the disadvantages as perceived by teachers of grammar at university level?

Table (1): The WAMs of the Items Standing for the Advantages and Disadvantages of Online Teaching of Grammar Ranked from the Highest to the Lowest

	Items	Weighted Arithmetic Means /WAMs
Advantages		
In online teaching of grammar		
3.	The recorded versions can be repeated over and over until students have the full grasp of the material explained in them..	4.36
7.	There is more flexibility in rescheduling sessions.	4.09
4.	Students experience technology-oriented methods of teaching.	3.18
5.	More sessions can be given compared to the face to face sessions that are limited by time and classroom availability.	3.18
6.	Students overcome barriers of fear and shyness.	3.27
2.	There is more chance to present the topics in detail.	2.63
1.	Participation and interaction, even by passive students, are better compared to face to face teaching.	2.45
Disadvantages		
In online teaching of grammar		
8.	There is not enough time for the required practicing of the different grammatical points.	2.54
11.	There is no possibility of teaching through different skills, such as reading, writing, listening to audios, etc.	2.54
18	The explanation of some points raised by students is not very flexible and is time-consuming.	2.54

19	The teacher cannot contribute as required to students understanding by bringing more examples and drills every now and then.	2.54
9.	There is not enough provision of productive feedback by the teacher on students' performance.	2.45
12.	There is no possibility of adopting different teaching styles.	2.27
16	Students are not interested as they see it hard to discuss fine-grained details of some points.	2.27
13	The poor internet service hinders or negatively affects teaching.	2
14.	Teachers and students, who are not qualified of using electronic devices, cannot deal with teaching materials efficiently.	2
15	Students are less motivated compared to face to face teaching.	2
10	There is not enough use of the board that makes students understand the topics in a better way.	1.81
20	There in not enough direct interaction between the teacher and students.	1.81
17	Students are not serious, and may leave the session (disappear), when asked to do exercises or discuss some points.	1.54

Discussion

To make the discussion of results more understandable by the readers, the contents of Table 1 will be accounted for and discussed in terms of the advantages and disadvantages of online teaching of grammar.

It is worthy to note that since the sample's responses were made according to a 5-point scale that ranges from 5-1 for positive items and 1-5 for negative items, the value 2.5 would represent the mid-point that outlines teachers positive or negative perceptions of the advantages and disadvantages of online teaching of grammar.

As for the **advantages** which cover the items 1-7, it can be noticed that the WAMs for 5 out of these 7 items go well beyond the mid-point 2.5. This entails that university teachers of grammar view online teaching of the subject as more beneficial compared to the face to face teaching. Only 2 items, namely no.2 which states "There is more chance to present the topics in detail" has got the value 2.63, which is though on the positive side of the mid-point, highlights teachers satisfactory agreement, to a limited extent, that in online teaching of grammar, there is more chance to elaborate on the teaching points, and item no.1 which reads "participation and interaction, even by passive students, are better compared to face to face teaching" has got the lowest WAM 2,45 which falls on the negative side of the mid-point 2.5 and outlines teachers' disagreement that online classes provide more chances of participation on the part of the students, compared to face to face classes. Finally, the summation of the WAMs of the 7 items that stand for the advantages of online teaching of grammar, i.e. the Mean value 3.30 entails that the sample of teachers of grammar view online teaching of grammar as a beneficial way of teaching the subject and see it workable as far as some educational and tutorial aspects of the teaching-learning process are concerned.

Concerning **the disadvantages**, represented by the items 8-20, it is evident that 4 items, items 8, 11, 18 and 19 have the value 2.54 which very slightly goes beyond the mid-point value and indicated teachers' taking of a mid-position, i.e. neither agreement nor disagreement, on the disadvantages that online teaching of grammar may imply. The other 9 items have WAMs that are quite below the mid-point value and hence indicate teachers' disagreement with the claims that online teaching of grammar is not beneficial and is challenging. To conclude, the summation of the WAMs of the 13 items that stand for the disadvantages of online teaching of grammar, i.e. the Mean value 2.17, which

is on the negative side of the mid-point 2.5 and is well lower than it, entails that the sample of teachers of grammar view online teaching of grammar as not challenging and that its positive aspects outweigh and surpass the negative aspects.

In the light of the values that stand for the advantages which indicate teachers positive view and appreciation of online teaching grammar on one hand, and the low values of the items that stand for the disadvantages of online teaching of grammar on the other hand, the hypothesis of the current research which states that “the online teaching of grammar is quite beneficial and that the advantages obtained from such teaching outweigh the disadvantages” is accepted. Also, the first and second research questions are validated since online teaching of grammar is perceived as beneficial by the sample of teachers of grammar who also showed that the advantages of this mode of teaching outweigh the disadvantages.

Hypothesis No.2:

There are no differences between male and female teachers of grammar in terms of their perceptions of the advantages and disadvantages of online teaching of grammar.

Research Question.3

Are there differences between male and female teachers of grammar at university level concerning their perceptions of online teaching of the subject?

Table (2): The WAMs Males' and Females Responses to of the Items Standing for the Advantages and Disadvantages of Online Teaching of Grammar

Items		Weighted Arithmetic Means /WAMs	
Advantages		Males	Females
In online teaching of grammar			
1.	Participation and interaction, even by passive students, are better compared to face to face teaching.	2.45	2.57
2.	There is more chance to present the topics in detail.	2.63	2.51
3.	The recorded versions can be repeated over and over until students have the full grasp of the material explained in them..	4.36	4.22
4.	Students experience technology-oriented methods of teaching.	3.18	3.01
5.	More sessions can be given compared to the face to face sessions that are limited by time and classroom availability.	3.18	3.24
6.	Students overcome barriers of fear and shyness.	3.27	3.17
7.	There is more flexibility in rescheduling sessions.	4.09	3.94
		3.30	3.23
Disadvantages		Males	Females
In online teaching of grammar			
8.	There is not enough time for the required practicing of the different grammatical points.	2.54	2.22
9.	There is not enough provision of productive feedback by the teacher on students' performance.	2.45	2.30
10	There is not enough use of the board that makes students understand the topics in a better way.	1.81	1.70

11.	There is no possibility of teaching through different skills, such as reading, writing, listening to audios, etc.	2.54	2.48
12.	There is no possibility of adopting different teaching styles.	2.27	2.18
13.	The poor internet service hinders or negatively affects teaching.	2	1.98
14.	Teachers and students, who are not qualified of using electronic devices, cannot deal with teaching materials efficiently.	2	1.80
15.	Students are less motivated compared to face to face teaching.	2	2.20
16.	Students are not interested as they see it hard to discuss fine-grained details of some points.	2.27	2.29
17.	Students are not serious, and may leave the session (disappear), when asked to do exercises or discuss some points.	1.54	1.46
18.	The explanation of some points raised by students is not very flexible and is time-consuming.	2.54	2.38
19.	The teacher cannot contribute as required to students understanding by bringing more examples and drills every now and then.	2.54	2.57
20.	There in not enough direct interaction between the teacher and students.	1.81	1.67
		2.17	2.09

- Discussion

A close look at the mean scores of the responses stated by male and female teachers of grammar reveals that the two groups scored almost the same values with very slight differences. For the advantages presented in the upper part of Table (2), male teachers scored 3.30 compared to the value 2.23 scored by female teachers. Likewise, both groups scored almost similar values, namely 2,17 by male teachers and 2.09 by female teachers as far as their perceptions of the disadvantages of online teaching of grammar. Based on such results, hypothesis no.3 which reads " There are no differences between male and female teachers of grammar in terms of their perceptions of the advantages and disadvantages of online teaching of grammar' ia accepted, and the research question n.3 which states " Are there differences between male and female teachers of grammar at university level concerning their perceptions of online teaching of the subject?" is validated

5. Conclusion

When teaching grammar in a face-to-face EFL setting, teachers and students always face some difficulties that have to be overcome. In recent years, the use of technology to deliver teaching has grown significantly and replaced many aspects of education. The shift from face-to-face classes, where both teachers and students are used to the conventional system of meeting, interacting, and communicating in person, to online classes, which present their own set of difficulties, has greatly benefited students by making learning accessible to all students and providing teachers with the opportunity to try out new methods for inspiring and engaging students. There are undoubtedly advantages of taking lessons online as well, yet teachers find it also challenging to engage students in online grammar teaching. On this basis, there has been an attempt in the current study to identify the advantages and disadvantages implied in the online teaching of grammar at university level. As such, shedding light theoretically on the aspects pertinent to the topic under research side by side with the

practical study represented by the distribution of a questionnaire to a sample of teachers of grammar at university level have come to the conclusion that there are advantages and disadvantages of teaching grammar online, yet the advantages outweigh and surpass the disadvantages as viewed by the sample of teachers. Also, there are no differences between male and female teachers of grammar at university level concerning their perceptions of online teaching of the subject. In the light of such finding that approves the advantageous adoption of online teaching of grammar and in attempt to make this more of teaching acquire popularity, the following recommendations have been suggested.

6. Recommendations

On the basis of the findings of the current research, the following points have been suggested as recommendations:

- Grammar teaching should incorporate a range of methods and valuable exercises so as to
- satisfy the needs of students with varying learning styles.
- Higher education requires the use of technology, such as computers, cellphones, and other devices. Students lack the patience and focus necessary to focus during lectures, and because they are growing up in the digital world, they do not find traditional lessons appealing.
- Teachers must use technology to create innovative, engaging classes that hold students' attention for the entire session.
- Teachers should organize and set up the language teaching environment in connection to technology because the field of foreign language learning and teaching is becoming more technologically driven in the twenty-first century.
- Flipped classrooms enable students to familiarize themselves with the materials prior to attending lectures by promoting positive thinking, active learning, teamwork, communication, and flexible learning.
- Online teachers should possess technical skills, topic understanding, and organizing and communication abilities because the availability and capacity to use technology are critical in the online learning environment.
- Teachers should reply to online students' emails and questions right away and grade their assignments as soon as possible because they are not physically present with the students to observe their difficulties. This may cause them to feel more alone because they do not feel they belong to a learning community.

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Abstract in Arabic

المستخلص

لقد طرح استخدام التقنيات الحديثة تحديات جديدة للمدرسين من حيث تطوير مناهج تدريس مناسبة لتعليم وتعلم اللغة والبحث عن طرق لضبط دوراتهم عبر الإنترنت لتحقيق أقصى قدر من الفوائد. وبالتالي، يجب أن يكون المدرسون الذين يتبنون التدريس عبر الإنترنت مزودين بالمهارات التكنولوجية اللازمة ومعرفة المحتوى ومهارات التواصل والتنظيم والدافعية ليكونوا قادرين على تقييم وتحديد المدى الذي يمكن أن يكون فيه التحول من التدريس وجهاً لوجه إلى التدريس عبر الإنترنت مفيداً. يبحث هذا البحث في مشكلة قلة الأبحاث التي أجريت حول ممارسات المدرسين في استخدام التكنولوجيا والتحديات التي يواجهونها. يهدف البحث الحالي إلى تحديد تصورات أساتذة الجامعات للقواعد. ويفترض أن (1) التدريس عبر الإنترنت مفيد للغاية وأن مزاياه المكتسبة تفوق عيوبه، (2) لا توجد فروق بين تصورات المدرسين والمدرسات لمزايا وعيوب هذا النمط من التدريس. ولتحقيق الهدف والتحقق من صحة الفرضيات، تم إنشاء استبانة مكونة من 20 فقرة. تم التحقق من صحة الاستبانة من خلال لجنة تحكيم، وثبتت ثباته (بقيمة 0.86) بعرضه مرتين على خمسة أساتذة جامعيين متخصصين في تدريس قواعد اللغة. وبالتالي، أمكن تطبيقه على عينة من 12 أستاذاً جامعياً متخصصاً في قواعد اللغة (8 ذكور و4 إناث) في جامعات الموصل ودهوك وراحو. وعند تحليل البيانات المجمعة، تفوقت القيم التي تمثل المزايا على العيوب، ولم تكن هناك فروق بين تصورات العينة تبعاً لجنسهم.

الكلمات المفتاحية: تدريس القواعد عبر الانترنت – تريس الإنكليزية كلغة أجنبية – التدريس الحضوري -
التصورات

Appendix I Questionnaire

Dear Teacher

The present researcher is investigating the advantages and disadvantages (i.e. benefits and challenges) of online teaching of grammar. Please tick with (✓) in the box that most accurately represents how you would respond to the items of the attached questionnaire. Your name does not need to be mentioned. Your responses will only be utilized for research. I greatly value your time and work.

Items		I agree to a				
		Very Large Extent	Large Extent	Medium Extent	Low Extent	Very Low Extent
(Advantages)						
- In online teaching of grammar,						
1.	Physical participation and interaction, even by passive students, are better compared to face to face teaching.					
2.	There is more chance to present the topics in detail.					
3.	The recorded versions can be repeated over and over until students have the full grasp of the material explained in them..					
4.	Students experience technology-oriented methods of teaching.					
5.	More sessions can be given compared to the face to face sessions that are limited by time and classroom availability.					
6.	Students overcome barriers of fear and shyness.					
7.	There is more flexibility in rescheduling sessions.					
(Disadvantages)						
- In online teaching of grammar,						
8.	There is not enough time for the required practicing of the different grammatical points.					
9.	There is not enough provision of productive feedback by the teacher on students' performance.					
10.	There is not enough use of the board that makes students understand the topics in a better way.					
11.	There is no possibility of teaching through different skills, such as reading, writing, listening to audios, etc.					
12.	There is no possibility of adopting different teaching styles.					
13.	The poor internet service hinders or negatively affects teaching.					
14.	Teachers and students, who are not qualified of using electronic devices, cannot deal with teaching materials efficiently.					
15.	Students are less motivated compared to face to face teaching.					
16.	Students are interested as they see it hard to discuss fine-grained details of some points.					
17.	Students are not serious, and may leave the session (disappear), when asked to do exercises or discuss some points.					
18.	The explanation of some points raised by students is not very flexible and is time-consuming.					
19.	The teacher cannot contribute as required to students understanding by bringing more examples and drills every now and then.					
20.	There is not enough direct interaction between the teacher and students.					