

فاعلية استخدام التعلم اللمسي في تدريس القواعد في صفوف اللغة الإنجليزية
كلغة أجنبية

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كيفية اقتباس البحث

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The Effectiveness of Using Tactile Learning in Teaching Grammar at EFL classes

The Effectiveness of Using Tactile Learning in Teaching Grammar at EFL classes

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ملخص البحث

استناداً إلى البحوث السابقة حول فاعلية استخدام التعلم اللمسي في تعليم اللغات، وبشكل خاص في تدريس قواعد اللغة الإنجليزية في صفوف اللغة الإنجليزية كلغة أجنبية. تُعد القواعد النحوية عنصراً أساسياً في تعليم اللغة الإنجليزية كلغة أجنبية، إذ يسهم إتقانها في تطوير دقة المتعلمين في التواصل الشفوي والكتابي. إلا أن الأساليب التقليدية التي ركزت على الحفظ والتلقين حالت دون مشاركة المتعلمين الفاعلة ولم تُراعِ اختلاف أنماط التعلم لديهم. كما يواجه معظم متعلمي اللغة الإنجليزية صعوبة في استنتاج القواعد وتوظيفها بشكل هادف في حياتهم اليومية. هذه التحديات دفعت التربويين ومطوري المناهج إلى البحث عن استراتيجيات أكثر تفاعلية تتمحور حول المتعلم، ومنها أسلوب التعلم اللمسي الذي يوظف حاسة اللمس كوسيلة لفهم المفاهيم من خلال التعامل المباشر مع الأشياء. وبناءً على ذلك، تحوّل التركيز نحو دمج أساليب

التعلم متعددة الحواس والتعلم التجريبي مثل التعلم اللمسي لتعزيز التفاعل ورفع فاعلية تدريس القواعد. ويُعد التعلم اللمسي أسلوبًا يعتمد على توظيف حاسة اللمس لدى المتعلم لاستكشاف العالم من حوله وفهمه. وهو قائم على مبدأ أن الخبرات الحسية ضرورية للنمو المعرفي، ولا سيما في المراحل المبكرة. ويقوم هذا النمط من التعلم على التعامل المباشر مع الأشياء والتلاعب بها، مما يتيح للمتعلمين إدراك المفاهيم بأيديهم وعقولهم في آن واحد.

تهدف هذه الدراسة إلى استقصاء فاعلية استخدام التعلم اللمسي في تدريس القواعد الإنجليزية، وكذلك الكشف عن اتجاهات المتعلمين نحو هذا الأسلوب. ولتحقيق ذلك، تم اختيار عينة مكونة من (10) معلمين و(50) طالبًا، وجمعت البيانات من خلال قائمة ملاحظة وزعت على المعلمين، واستبانة وزعت على الطلبة. أظهرت النتائج أن التدريس عبر التعلم اللمسي فعال في تنمية تعلم القواعد، إلا أن تطبيقه من قبل المعلمين كان محدودًا، بينما أبدى الطلاب تفضيلًا واضحًا له لما يوفره من تفاعل ودفاعية أكبر.

Abstract

Based on the previous researches into the effectiveness of using tactile learning for language teaching purposes, specifically in teaching English grammar in EFL classes. Grammar is a vital component of teaching English as a foreign language where mastery of grammar develops learners' accuracy in both spoken and written communication. In the traditional methods, explicit grammar was paid attention, students were memorizing the grammatical structures that unbaled them to actively engage and/or failed to accommodate diverse learning preferences. Additionally, most of EFL learners face difficulty to induce grammar rules and use them meaningfully in their daily contexts. These challenges lead educators, curriculum developers, and teachers turn to more interactive strategies and learner-centered approach that enhances their active participation and deeper cognitive processing. Consequently, the focus has shifted to integrating multisensory and experiential learning methodologies such as tactile learning to promote engagement and efficacy of grammar instruction. Tactile learning is an approach that engages a learner's sense of touch to explore and understand the world around them. It is grounded in the understanding that sensory experiences are crucial to cognitive development, particularly in the early years. This learning style involves the direct handling and manipulation of objects, allowing learners to experience concepts with their hands as well as their minds. This study aims at investigating the use of tactile learning by EFL teachers in teaching grammar and learners' attitudes towards this approach to grammar instruction. To achieve these aims, 10 teachers and





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50 students are selected. The data is collected through an observation checklist and a questionnaire. The observation checklist delivered to EFL teachers who teach grammar and the questionnaire delivered to EFL students taking their perceptions towards this style of learning. The results show that teaching grammar through tactile learning is effective but teachers rarely follow it and students prefer learning grammar through tactile style and feel more engaged and motivated.

1-Introduction

The importance of grammar in English language teaching is not deniable and plays a crucial role to enable learners to gain both accuracy and efficiency in their communication (Ellis, 2006; Brown & Lee, 2015; Richards, 2015; Cong Ly, 2024). In the recent years, educators have shifted from purely teaching grammar to more communicative approaches, however, grammar remains important (Larsen-Freeman, 2003). In English language teaching, grammar instruction is vital for enhancing communicative competence which allows learners to express their ideas, avoid misunderstanding and meet academic and professional language standards (Canale & Swain, 1980). Additionally, without understanding grammar, learners may challenge to create a meaningful sentence, use tenses correctly, express conditions, and make distinctions in meaning (Ur, 2012). Moreover, intensive grammar teaching supports the proficiency of the four language skills (Ellis, 2006). To teach more effectively, teaching grammar through tactile learning promotes learners' understanding and actively engage in the classroom activities (Gardener, 1993; Pinter, 2006). Therefore, it is important to shift to more active learning by applying these strategies (i.e., Tactile learning) in the classroom. Tactile learning or kinesthetic learning can be used interchangeably. It is a type of learning styles where learners prefer learning through physical movement and hands-on experiences. According to Oladele (2024) "*Kinesthetic learning, also known as tactile or physical learning, is a learning style that emphasizes the role of physical activity, hands-on experiences, and movement in the learning process. Individuals with a strong kinesthetic learning preference often find that they learn best through direct involvement and manipulation of the learning material, rather than passive observation or listening*". On this premise, it is crucial to learn the fundamentals of tactile learning and its strategies and how to implement in teaching grammar. In other words, it is essential to find out more about Kurdish EFL learners on how they learn through this style to promote their leaning grammar.



1.1 The Aims of the Study

The aim of the study is to investigate how tactile learning is implemented by EFL teachers in teaching grammar and EFL students' perceptions towards learning grammar through tactile learning.

1.2 The Research Questions

To achieve the aims of the study, the following researches questions are addressed:

1. To what extent does the implementation of tactile learning improve EFL learners' grammar learning?
2. How does tactile learning affect EFL learners' engagement and response in grammar classes?
3. What are the perceptions of EFL students regarding the effectiveness of tactile grammar activities.

1.3 Literature Review

Grammar is essential for learning a new language. To acquire a language, the students should be knowledgeable with its grammar. There are many ways to define grammar.

Larsen- Freeman (2003) considers grammar as a set of meaningful rules and patterns that can be used according to the context. On the other hand, Kennedy (2003) defines grammar as a set of mental rules and patterns that connects words together to express ideas and notions. *Additionally, Gartland & Smolkin (2015) defines grammar as a group of rules analyzes how the rules work and in general it refers to syntax, morphology, and semantics.*

Lastly, Cambridge Learner's Dictionary (2025) defines grammars as "the way- you combine words- and change their form and position in a sentence or the rules or study of it". Hence, it can be said learning grammar is required for the success of learning English, without grammar learners will not be successful and it hinders their language learning.

Having limited knowledge about grammar in learning a language leads to difficulty to communicate efficiently. According to Harmer (2001), adequate grammatical knowledge is essential, as its deficiency adversely affects academic writing and decreases learners' confidence in spoken communication, especially in formal or academic settings.

Grammar establishes the structural that underlies of language, allowing learners to formulate meaningful and syntactically accurate sentences (Richards, 2002). In the absence of a firm understanding of grammatical norms, students may generate confusing or broken sentences that limit communication and comprehension. Furthermore, Larsen- Freeman (20023) emphasizes that grammar constitutes not merely a collection of rules but a dynamic system of patterns that learners must absorb to





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communicate successfully. Consequently, Little grammar knowledge hinder students' comprehensive language development and communicative proficiency.

Due to the importance of teaching grammar and memorizing all the rules will struggle students' learning. Thus, it is vital to shift from rote teaching to more effective and physical activities. Teaching grammar through enjoyable and movement-oriented activities has demonstrated efficacy in engaging learners and improving retrieving. Conventional methods that rely on rote memory and rule-based teaching sometimes hinder participation especially for the university level. Pinter (2006) asserts that including games, songs, and physical activities into grammar instruction facilitates the internalization of grammatical structures in a more organic and pleasurable manner. Movement-oriented strategies such as role-playing, grammar relays, or action-oriented sentence construction promote active engagement and enhance cognitive connections with the language (Larsen-Freeman, 2003). Asher's (1977) Total Physical Response (TPR) hypothesis posits that learners, particularly in initial phases, get advantages from physically reacting to linguistic information, hence enhancing grammatical comprehension through embodied experience. By rendering grammar education dynamic and interactive, educators can alleviate student fear and foster meaningful language application in context.

Due to the success of teaching grammar through movement, it important to incorporate tactile learning to teaching grammar in the classroom to enhance students' learning grammar more effectively. Tactile learning is defined by Rita Dunn (1900) as the ability for leaning knowledge by tactile engagement and manipulation of materials, as opposed to relying on solely on auditory or visual input. Tactile learning helps learners experience their learning using their hands, a sense of touch, and their body and it is essential for them (Fleming's VARK Model, 2001). Additionally, Students learn best through using hands. It involves learning by doing, constructing, touching, drawing, and experiencing activities (Oxford learning, 2020). Gardener asserts that Kinesthetic learning is closely related to the concept of "Tactile", however it is not explicitly defined. He added that tactile is the ability to utilize the entire body or specific bodily parts (hands, fingers) to address challenge or produce items.

2Research Methodology

2.1Participants

The participants of the current study were EFL teachers and students who were teaching and learning at Salahaddin university/ College of Basic



Education. The selected teachers are taught grammar and students of the second- year students. Ten teachers were selected in the study. Besides, 50 second grade undergraduate students participated in the study. Their ages range between 19-21. They were selected randomly.

2.2 Tools of Data Collection

The data is collected through an observation checklist and a questionnaire. These tools were selected to collect the data, to find out whether teachers use the tactile learning and students' perceptions towards learning grammar through tactile learning, and the teachers as the main sample of the study.

2.2.1 Observation checklist

The checklist used in this study is designed by the researcher based on the theoretical and practical parts of the study. Observation is one of the tools of the research to see and record the events of the classroom in natural setting as Marshall & Rossman (2014) defines observation as “the systematic noting and recording of events, behaviors, and artifacts (objects) in the social setting chosen for study.” Thus, the observation checklist consists of 5 parts. The A section is about general information. The B section involves the lesson plan and organization and includes 4-items. The Third section which is C section includes 5-items to see the use of tactile learning activities. The fourth section consists of 4- items to record students' engagement and response. The last section includes teacher's role and consists of 4- items. Altogether are 17-items in Likert-scale (Yes = 2, Partly =1, No =0).

2.2.2 The Students' Questionnaire

The questionnaire used in the study to find out the perceptions of EFL students regarding the effectiveness of tactile grammar activities. The questionnaire consists of four sections altogether are 13- items. The first part is about student's biography. In the second part, the items were about their learning preferences. Third section includes tactile learning experiences and the last section includes three open-ended questions for their overall opinions.

2.3 Data Analysis and Discussion

Both qualitative and quantitative methods were utilized to investigate the study. This study facilitated a comprehensive and meaningful discussion among various experts to explore the issue in depth. Additionally, the two tools were administered on separate occasions.

2.3.1 Teachers' observation Checklist Data Analysis

The study observed 10 teachers who teach grammar in both morning & evening studies using a checklist of 17-items to assess their utility of tactile learning in teaching grammar. The observation is utilized to





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answer the first two questions of research questions. The first question states “to what extent does the implementation of tactile learning improve EFL learners' grammar learning?” and the second question states “how does tactile learning affect EFL learners' engagement and response in grammar classes?”

Data gathered from the observation checklist was analyzed using the Statistical Package for Social Science (SSPS) to find the weighted mean of responses for each item. The first section was about general information and the following table clarifies how the teachers prepared and organized their plans. For the checklist analysis, the researcher followed the classification practice level to find how frequently the tactile learning is applied by teachers as shown in the table below:

Table 1. The Classification Practice Level

Average Score	Interpretation	Practice Level
2.0	Strong and consistent practice	Highly or fully practiced
1.6- 1.9	Frequent	Frequently practiced
1.0-1.5	occasional or partial	Moderately practiced
0-0.9	low	Rarely Practiced

Table 2 - The Mean Results of Lesson Preparation & Organization

item	Checklist Item Description	Yes	Partly	No	Mean	Interpretation
1	Clear lesson objectives stated	5	4	1	1.4	Moderately practiced
2	Grammar points clearly identified	6	3	1	1.5	Moderately practiced
3	Tactile materials prepared and appropriate	4	3	3	1.1	Moderately practiced
4	Activities matched learners' level	4	4	2	1.2	Moderately practiced

According to the above table (2), the overall results reveal that teachers are moderately practiced their lesson preparation and organization with the highest weighted mean of item no.2 which is 1.5 and the lowest is



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no.3 with 1.1. According to the results, it indicates that teachers are aware of the grammar points more than tactile learning materials and they are occasionally connect the tactile learning materials into their grammar lessons. In other words, teachers may utilize tactile learning in some topics while teaching.

Table 3 - The Mean Results of the Use of Tactile Learning Activities

item	Checklist Item Description	Yes	Partly	No	Mean	Interpretation
5	Use of tactile materials (e.g., cards, manipulative, games)	1	3	6	0.5	Rarely practiced
6	Students actively engaged with tactile tools	6	6	2	1.4	Moderately practiced
7	Tactile activities connected to the grammar objective	4	2	4	1	Moderately practiced
8	Students worked individually or in groups using tactile strategies	4	5	1	1.2	Moderately practiced
9	Clear instructions given for tactile tasks	2	2	6	0.5	Rarely practiced

Based on the results of table (3), it shows that students participate positively with the tools of tactile learning if it is utilized by teachers with a weighted mean of 1.4 as the highest item and items no. (5 & 9) are the lowest weighted mean of 0.5, highlighting that teachers rarely use tactile materials such as cards, games, and manipulatives. In addition to, teachers rarely give instruction about tactile tasks. Items no. (6 & 7) demonstrate that teachers moderately integrate tools of tactile learning with the grammar topics and students can work both individually or in groups while using tactile strategies. The findings show that teachers have awareness of the tactile learning strategies but may face some





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obstacles such as lack of training courses, limited time, and classroom management. Teachers use these types of learning and have positive attitude towards tactile ways, however they may feel not confident or not prepared themselves well to apply these ways continuously.

Table 4 - The Mean Results students Engagement & Response

Item	Checklist Description	Item	Yes	Partly	No	Mean	Interpretation
10	Students appeared motivated/interested		6	3	1	1.5	Moderately practiced
11	Active participation from most students		5	4	1	1.4	Moderately practiced
12	Students were able to complete the tasks		3	4	3	1	Moderately practiced
13	Evidence of improved understanding (e.g., accurate responses, self-correction)		6	1	3	1.3	Moderately practiced

According to the results have shown in table 4, Students moderately engage and respond to the tasks that teachers apply in the class. The highest weighted mean is item no. 10 with the weighted mean of 1.5 and the lowest is no. 12 with a weighted mean of 1. Additionally, item no (11 & 13) demonstrate that most of the students are active in participation and they understand very well since can correct their mistakes and answer accurately. As depicted in the above table, students respond actively and positively this type of learning as their engagements and participations are increased. However, their inconsistent use by teachers may reduce their participation and negatively effects on their long-term memory which includes retention and deep understanding.

Table 5 - The Mean Results of Teacher's Role

Item	Checklist Description	Item	Yes	Partly	No	Mean	Interpretation
14	Teacher monitored and supported tactile activities		1	3	6	0.5	Rarely practiced



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15	Teacher gave feedback during/after activities	6	3	1	1.5	Moderately practiced
16	Tactile activities managed effectively	1	0	9	0.3	Rarely practiced
17	Teacher encouraged student interaction and cooperation	4	2	4	1	Moderately practiced

Teachers are the vital characters in teaching specifically in implementing any method in the class. Their role is central to the success of learning any language. As Richard and Rodgers (2001) state that teachers are principals in managing the class, directing their development during activities and communications. As they highlighted the role of the teacher is shifted from authority to facilitator. The findings in table (5) show that teachers rarely support and monitor tactile learning as the lowest items are no. (14 & 16) with weighted means of 0.5 and 0.3. Regarding the remaining items (15 & 17) teachers occasionally give feedback and motivate their students to collaborate with each other. Based on the findings above, teachers rarely practice tactile learning since they are not adequate in preparing their plans in using these methods, or they do not have enough exposure to tactile teaching. Additionally, grammar is based on the rules and teachers mostly follow the traditional method. Furthermore, some scholars believe that tactile learning is not appropriate for teaching grammar as highlighted by Harmer (2007) “*Teachers may consider tactile learning less appropriate for teaching grammar, opting instead for more controlled and deductive techniques.*” Time constraints, large-size classes, lack of resources, and teaching aids also can hinder the process of teaching.

To sum up, the results of the observation reveal empirical evidence that teachers moderate to rarely implement tactile learning in teaching grammar. According to the rare utility of this method, students actively participate and respond to the tasks and activities that used by teacher.

2.3.2 Students’ Questionnaire Data Analysis

The third research question ‘What are the perceptions of EFL students regarding the effectiveness of tactile grammar activities?’ aims to identify EFL students’ perceptions towards learning grammar through tactile learning. To address the third research question, A 13- item questionnaire was delivered to 50 second grade students in the morning study. The data analysis included calculating the means and standard deviations for the





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four sections. Students were asked to tick one of the options as the questions don not have the same Likert-scale.

The first section (A) was designed to know about students' general information. The student's age was between 19-21 years. They were 15 males and 35 females and most of them are in intermediate level.

In the second section, two items designed to ask students about their learning preferences in teaching grammar as shown in the table below:

Table 6 - The Frequency of Students' Response

Item 4	Response	Frequency	Percentage of agreement
How do you like to learn grammar?	through explanations	2	4%
	Grammar rules	6	12%
	Watching videos	10	20%
	Doing gr. exercises	12	24%
	Using hand-on activities (word cards, puzzles, games)	20	40%

According to the results above, hands-on activities are the most preferred option in learning grammar (40%) suggesting that learners find physical activities are more effective than grammar rules with a percent of (6%). It seems that students prefer modern methods than traditional ones. Additionally, few of them selected learning grammar through explanation with a percent of (2%) and watching videos are useful for some of them with a percent of (10%) and finally 12% of students prefer learning grammar through doing exercise. The findings reveal that most of students enjoy learning through tactile learning, however, others prefer different strategies. Thus, teachers have to use various teaching strategies to meet students' needs and diverse learning styles.

Table 7 - The Frequency of Students' Response

Item 5	Response	Frequency	Percentage of agreement
Do use tactile tasks to learn grammar?	Yes	13	43%
	No	17	57%

According to the results in table (7), the majority of students (57%) do not use tactile activities and 43% of students use hands-on activities.



Table 8 - The Frequency of Students' Response

Item 6	Response	Frequency	Percentage of agreement
Which tactile learning activities have you used?	Matching word cards to form sentences	3	6%
	Grammar board games or puzzles	5	10%
	Manipulating sentence strips	10	20%
	Using props or physical objects in grammar tasks	10	20%
	Role-play or movement-based grammar games	22	44%

According to item no.6 in table 8, the most preferred strategy in tactile learning activities was role-play or movement-based games (44%) while the least preferred strategy was matching word cards to form sentences (6%). The secondary strategy usage was manipulating sentence strips and using physical objects in grammar task. (10%) and few of students (5%) use grammar board games or puzzles. This means students like to follow tactile learning strategies since they were familiar with the mentioned strategies.

Table 9 - The Frequency of Students' Response

Item 7	Response	Frequency	Percentage of agreement
Did you feel more confident using grammar after tactile learning activities?	Yes, much more confident	15	30%
	No, not confident	5	10%
	A bit more confident	12	24%
	No change	8	16%
	Less confidents	10	20%

The findings in table (9) show that (30%) of students feel more confident when grammar is taught using tactile learning. This means more than half of students prefer tactile learning and benefited from physical activities, finding them useful in enhancing their confidence. However, 30% of students (less confident & not confident) while using the mentioned





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method because learners may prefer other styles of learning as it does not work for them. Lastly, 8% of students reported no change as they may already have their confidence or they wish more support from the instructor. These findings indicate clearly the significance of suiting grammar instruction to meet the majority of students' preferences and need according to different learners' styles.

Table 10 - The Frequency of Students' Response

Item 8	Response	Frequency	Percentage of agreement
How did tactile activities help you understand grammar?	A great amount	25	50%
	A moderate amount	10	20%
	A little bit	8	16%
	Not at all	7	14%

According to the findings in table (10), the majority of students 70% tactile learning helped them to comprehend the topics of grammar. On the other hand, 30% of students helped them a little bit or no change. The results show the effectiveness of these strategies in teaching grammar. However, some of them felt not helpful at all, ensuring the importance of including different teaching methods to be adequate to all learners.

Table 11 - The Frequency of Students' Response

Item 9	Response	Frequency	Percentage of agreement
Do you think tactile learning should be used more often in grammar lessons??	Yes	33	66%
	Maybe	9	18%
	No	8	16%

The results in the above table show that the majority of students (66%) believe that tactile learning should be used in grammar teaching. This highlights that most of students support for this style of learning. On the other hand, (18%) students answered maybe, which means they have a positive idea towards this strategy; however, it needs better implementation, better explanation, and more consistent exposure. Few of them (16%) believe that it will be not useful because this is due to the learner differences in the class.



The last three items are open-ended questions and students responded in details. The researchers used thematic analysis to analyze their answers.

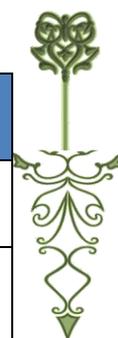
Table 12 - The Frequency of Students' Response

Item 10	Theme	Example Students comments	Frequency
In your opinion, what are the strengths of using tactile activities in grammar lessons?	Better engagement	Physical activities such as (games, and cards) make the lesson more interesting and fun	10
	Hands-on/Active Learning	I learn better through movement	10
	Improved memory and retention	Memorizing rules through puzzles and tasks	10
	Supports visual and kinesthetic learners	I can learn better while touching and seeing it	10
	Encourage cooperation	It enhances working together and learn together	5
	It reduces boredom	Grammar is difficult and boring; in this way it makes more enjoyable	5

According to the results of table (12), students have different perfectives regarding using tactile learning. The most frequently positive outcomes were making students engage better as it makes the environment more fun and enjoyable. Additionally, some students showed the importance of collaboration learning and pointed out that tactile learning introduce a more dynamic approach of the traditional teaching. These results reveal that tactile activities boost understanding and motivation when it is used effectively.

Table 13 - The Frequency of Students' Response

Item 11	Theme	Example Students comments	Frequency
What challenges or difficulties did you experience, if any, with tactile grammar activities?	Lack of teaching	I didn't know how to do the tasks.	13
	Time-constraints	I couldn't do the tasks because of time- consuming.	10





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	confused	The tasks were too fast or a lot to do them immediately.	9
	Noisy classroom	Games and group work make the class noisy.	7
	Preferring the other methods	I like learning grammar from the teacher.	6
	Not appropriate for us	I want to learn more about the topics through rules and explanations.	5

The analysis indicate that students mentioned may challenges while experiencing tactile learning in the above table. The most reported challenge was lack of instruction. This means teachers need more training courses and should prepare the lesson more effectively. Other pointed that such activities lead to time- consuming and needs more effort. Some of them think that traditional methods work better. The results show that tactile activities support students' engagement, and adapting this style increases their motivation.

Based on the results of the questionnaire, students prefer and like to experience this style of teaching in learning grammar, however, teachers are not following this method. Additionally, class size, teaching materials, time of class, traditional methods are some obstacles that lead teachers not to follow tactile learning. This style of learning is more suitable for children and kindergarten as some college students feel confused and ashamed to move around and do the exercises (Simamora, et.al, (2025).

3Conclusions

Kurdish EFL university students mostly struggle with learning grammar. Few of them can memorize the rules and learn from rote-memory. This problem is related to the lack of teaching grammar through modern methods. The results highlight that teachers find difficult to create some active tasks for students to engage them in the class activities. Teachers rarely implement tactile learning in teaching grammar and mostly follow the explicit grammar teaching. The results of the research shows both benefits and obstacles of tactile learning in teaching grammar. Tactile learning activities promote students' engagements, motivation, and collaborative learning in leaning grammar. It creates an interactive



learning atmosphere in which students engage more actively inside the class. On the other hand, time-consuming, large class-size, not having enough training courses about simple & modern methods are some challenges that teachers face in teaching.

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