

Original Article

Teaching English Grammar in Indian Schools: Issues, Methods and Innovations

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Abstract: *The teaching of English grammar in Indian schools, both government and private, has been a matter of serious educational debate for a very long time, which is symptomatic of larger issues concerning pedagogy and second-language acquisition. Although English is a requirement in most Indian school curricula, children often have difficulty becoming fluent in grammar and without fluency it becomes difficult for them to express themselves clearly. Different reasons account for these challenges, including traditional teaching methods, poor teacher training, absence of situational learning and students' cooperation. His approaches have the potential to bring about a transformation of classrooms that, for decades, had been ruled by methods like the Grammar Translation Method (GTM) with its precedence on rote memorization, translation exercises and structural accuracy learning ahead of communicative skills and application in everyday life. These methods ensured that students became acquainted with all of the grammatical rules, but often did not have them apply these rules in speaking and writing situations in real life. Other barriers are high class size, shortage of teaching materials and curricular constraints, as well as low competence regarding contemporary teaching strategies. The two issues above all then combine into the twin perception problems: students lose motivation as they see grammar as a dull and non-practical issue.*

Since, teaching grammar is not easy Indian schools are adopting several new methodologies and revolution to facilitate its instruction. To develop understanding of grammar in context, emphasis is placed on interaction, purposeful tasks and active student engagement through the Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT) and Flipped Classroom models. Digital platforms, online play and interactive software provide students with engaging self-paced learning opportunities and technology integration has proven to be a game changer. The grammar rules become easier to memorize and practical application becomes natural with contextual learning, in the form of actual life situations, movies, stories and dialogue! Creative teaching methods such as role-play, storytelling, simulation games and collaboration projects have also proven effective in motivating students to develop their language communication skills. Besides, there are some individual cases from various parts of India indicating innovative interventions which have increased the learning levels in grammar. Projects such as the English training program in Tambaram and Vocabulary Campaign in Ranchi demonstrate how well-organized, teacher-mediated interventions along with a communicative approach kind, have held out promises for positive outcomes on speaking/listening ability. These initiatives demonstrate the importance of shifting curriculum design, using innovative teaching practices and providing teachers with professional development over time.

This paper reviews the issues with teaching English grammar in Indian schools, explores traditional and modern approaches to school grammar instruction, and examines new directions that could transform our approach to learning grammar. It aims to provide a solid understanding of recent trends, challenges, and new approaches in grammar instruction through research reports, case studies sharing practical experience from the field. In an effort to provide students with the ability to effectively and confidently utilize English, the study emphasizes the importance of an integrated approach which balances linguistic correctness and practical communication.

Keywords: English Grammar, Second Language Acquisition, Teaching Strategies, Communication Skills, Pedagogic Developments, Technology In Education/Student Engagement/Contextual Learning/Teacher Educators And Indian Schools.

I. INTRODUCTION

It's a special and predominant place for English in the Indian educational system. Professional English, which is often a colonial language, is the medium of instruction in most schools and would require proficiency to increase career development, academic success and social advancement. While Indian schools

such as the Grammar Translation Method (GTM) that relies on the memorization of rules, translation exercises and rote learning were formulated over time and have nurtured education for decades. While these instructional techniques help students to learn grammar, they often fail to support them in gaining fluency with the mixing and blending of English in real-life conversation. So students could do well on tests but still struggle to write creatively, have deep conversations in real life or understand nuanced texts.

Another factor influencing how effective grammar education is, is teacher training. Modern language-teaching methodologies such as task-based learning and communicative approaches are unfamiliar to most teachers in Indian school system. Whereas, if they do provide training programmes – there is little more emphasis on theoretical knowledge and less upon how to use these theories within the classroom. As a result, it can be hard for teachers to make interesting lessons that focus on both functional use of language and learning correct grammar. Class sizes are often large, teaching and learning resources do not meet the needs, curricula are poorly designed to allow customization or consideration for student centredness and little opportunity is provided for teachers to close skills gaps. There is also the continued testing focus on rule-based accuracy and learning by rote – which discourages creative teaching methods and maintains the impression that grammar is a dry, abstract subject.

Student engagement is also an important factor for structuring learning outcomes. Students perceive dry grammar lectures to be uninspiring and irrelevant to their lives in negative ways that lead to disengagement and poor retention. Motivation often suffers when users are confined to the use of standalone drills without relevance or repetitive practice disconnected from real-world application. What's more, because many children who speak various regional languages at home use English as their second language or third language, sociocultural considerations also apply. To reduce this gap, we need to have teaching methods that make use of the students' own initial access and experiences with a new language. Grammar as meaningful speech. Presentation WRITE A REPORT focusing on techniques for transforming grammar instruction into meaningful speech. The dire need to replace the way English grammar is taught in Indian schools with the latest and most innovative teaching methods available. It (CLT) also stresses the use of language for genuine communication and puts equal value on accuracy and fluency, as well as comprehension. Task-Based Language Teaching (TBLT) develops students' reasoning, problem-solving and collaborative skills through engaging activities that require them to use grammar rules in real-life situations. Flipped models free up classroom time for interactive and real world experience, partly by motivating students to explore grammatical principles independently through reading, videos and online activities. Technology is bringing personalized, engaging and dynamic learning experiences into users hands with online platforms, mobile apps, digital tools all of them embracing technology integration as major innovation. Millennial students can now experience practicing grammar in a gamified, interactive context through platforms such as Kahoot, Quizlet and language learning software; this enhances motivation and retention.

In addition, it has been proven that communicative/creative and contextual pedagogies have an overwhelmingly high potential to improve the learning outcomes of grammar as well. Through the studying of authentic materials such as dialogue from movies, newspapers, stories and music learners can see grammar in context better comprehending what they hear and better remembering the long term. Aside from making grammar classes interesting, role play, drama, group projects and gamified activities further help students to be more confident and better in their/her communication skills. Among these India-based success stories are the Vocabulary Campaign in Ranchi and the English training program in Adyar, which combine interactive student-centred tactics with teacher-instructed strategies to achieve measurable increases in individuals' language competence. Against this background, the study aims to offer an in-depth understanding of English grammar instruction at Indian schools through examining past problems, current teaching practices and recent trends. Its goal is to discover how research can inform practice in ways which minimize the disjuncture between knowledge about language and ability to use it as a means of communication. Finally, the study highlights the importance of an integrated, learner-centred approach that will provide students on graduation with the language and cognitive skills to speak English confidently in everyday, professional and academic environments.

II. ISSUES IN TEACHING ENGLISH GRAMMAR

A. Traditional Teaching Methods

In Indian schools, a significant language-teaching method used is the Grammar Translation Method (GTM) based on rote learning of grammatical rules, vocabulary lists and translation exercises from the first language to English. In several parts of India, the GTM, introduced during the colonial period is still reflected in many classroom practices. The principal objective of the practice is to build up pupils' understanding of written English and their confidence in translating accurately. GTM does not focus much on skill development despite the fact that students need to be able to use English productively in speaking, listening, reading and writing. The core aim is instrumental – it ensures mastery of the grammar structures and vocabulary items. One of the GTM's big downsides is that GTM puts form before function. Without opportunities to use the

language in meaningful ways, classroom instruction can often lead to students being taught how to take apart sentences, identify parts of speech and memorize rules. Of course, the negative consequence of this approach is that students can perform far better in writing tests (where they are asked only to reproduce grammar rules) than they can with spontaneously constructing sentences on the fly or participating in spontaneous conversations as part of their daily lives. Furthermore, GTM suppresses students' thinking and active engagement in learning due to its teacher-centredness. The motivation and interest of students might decrease because of the boredom resulting from repetitive translation tasks.

Research indicates that GTM is less effective for developing functional language proficiency. A lack of students' ability to connect grammar-related ideas with actual world-use contributes to their oral English and writing fluency, and reading comprehension. What is more, the lack of confidence in experimenting with language among pupils is also related to the emphasis on errorless imitation rather than communication. The limitations of traditional tools such as GTM have become more noticeable as Indian classrooms are trying to prepare better students for professional challenges and an international context. Researchers argue that while GTM is possibly capable of imparting an elementary grounding in grammar, it cannot develop communicative competence and linguistic creativity due to its dearth of real functional language use. In support of this, academics and teaching professionals argue the need to employ modern techniques which integrate grammar training with practical, interactive exercises, like task-based learning (TBL), communicative language teaching (CLT) in addition to technology-driven approaches. These solutions meet the need of bridging the presentational aspect of traditional schooling with current language training demands for student to apply grammar in context, interact in group and develop their self-confidence (SCIRP, 2025).

B. Teacher Training Deficiencies

Poorly trained and under-qualified teachers are a huge barrier to teaching and learning English grammar in Indian schools. A lot of teachers start the teaching job without much experience with state-of-the-art methods, and thus rely on traditional language learning activities such as GTM that they experienced themselves as pupils. Indian schools of teacher education too often tend to value book knowledge more than the elevation of teachers having access to the latest teaching resources, classroom methodology and ways to make pupils participants in their own learning. The upshot is that teachers may not feel qualified to fashion lessons built on technologically oriented methods, task-based activities or communicative exercises—all of which are increasingly valued as necessary for effective grammar instruction. Bad teacher training Now the development of classroom practice is influenced by various factors. First, the focus of instructors may have been more on memory and error correction rather than functional usage, reflecting traditional rote learning. You may not have flexibility to adapt grammar lessons for a diverse set of students: those with varied levels of English proficiency, or multilingual backgrounds. The inadequacy is particularly felt in larger classrooms where the teaching methods are standardised and specific attention to students becomes hard. Thirdly, teachers are not always competent using digital tools and multi-media or creative pedagogical methods not allowing students to have access to dynamic and attractive learning conditions.

To address these limitations, the paper discusses the importance of continuous professional development. Both: Systematic programs that teach teachers how to sequence tasks, strategies of communication and assessment not only improve classroom procedures but enhance teacher self-perception and motivation. "There is evidence that trained teachers, who have been specifically by one of the principal participants at this seminar (Frontiers, 2025) are more prepared to promote student-centered communication in action classroom management techniques as well as link grammatical patterns taught to their everyday use. Furthermore, contextual knowledge should be foregrounded in the teacher training courses to enable teachers adjust their methods of teaching to respect and reflect on the sociocultural and language context of their students. In its absence, grammar instruction remains mechanical, test-oriented and removed from communicative objectives. Thus, it is important to improve teacher education in order to convert the exercise of teaching grammar from a static promulgation of rules into an activity that seems meaningful, engaging and useful. It's not just about getting better at teaching.

C. Student Engagement and Motivation

The success of teaching English grammar in Indian schools largely depends on the students' motivation and involvement. The only problem is that, as mentioned above rote learning, repetition exercises and the focus on taking exams leave students with the feeling they are dealing with a very boring and rather abstract subject. When students are not able to see how grammar can be used in normal conversation or personal expression, they lose interest in it and their participation is minimal; a booty job performance would eventually equal poor retention. This is exacerbated by the obsession in Indian education with exams. Grammar training is commonly evaluated using paper-based tests focusing on accuracy, memorisation of rules, and translation skills rather than communicative competence or everyday language use. We do it anyway, because this is how kids learn the slide rule of grammar: by running their scared fingers along and actually doing it. This approach tends to push a superficial understanding of the content, where students can memorize rules but not have a clue about how to apply them in writing or speaking.

Failure to use interactive, student-led methods of teaching contributes to motivational problems. Little opportunities are usually given to do group work, practice speaking, role-play and simulate real tasks that connects grammar to real communication. In addition, a great number of students also learn English as a second or third language because of the large influx of students with diverse linguistic backgrounds and that can elevate nervousness and diminish motivation when it comes to grammatical activities. Dissociation is also impeded by low self-worth, a fear of 'getting it wrong' and no rapid feedback device to check progress. Traditional learning Soal Reading Task – Life in the Sky kind of thing Contextualized, active and participative learning can enhance student's motivation, educational research shows. The teaching of grammar can be a lot more fun when you apply some technology, gamification and even realia into your lessons as well as group work. This brings abstract rules to a practical level. The outcomes indicate that when students use grammar as a means of communicating effectively, and not simply an academic necessity, engagement levels and learning outcomes are significantly higher (JETIR, 2021). Overall, one of the major hindrances to effective grammar teaching in Indian schools is lack of interest and participation by students. This problem demands a move away from the teacher-centered, examination-oriented approach to interactive, conversational and significant language learning situations which generate curiosity, confidence and useful language competencies.

III. TRADITIONAL APPROACHES

Owing to historical legacy and exam centric system, traditional way of teaching English grammar has been predominant in the Indian classrooms for a long time. The most common method is the Grammar Translation Method (GTM). GTM is heavily focused on learning lists of vocabulary, grammatical rules and tasks to be transferred into English or from the local language. GTM's primary objective is to enhance learner's knowledge of grammatical patterns and competence in right translations. While this method ensures understanding of sentence structure and language rules, it mostly neglects the communicative core – using the language – but for everyday purposes. In written practices learners often do a good job of transferring grammatical rules to paper; the problem is they get stuck when trying to use these forms in speaking and listening exercises. Moreover, GTM is teacher dominated so it does not give enough opportunities for students to do critical thinking and problem-solving. The Direct Method Another You won't be on the lam this book of ra kostenlos spielen hopes ordinary as it will feature a conventional approach that emerged as a response to GTM's shortcomings. Rather than translating from your own language it emphasises communication entirely in the receiving context and assumes no meaning at all need be connected to the foreign words, anathema to traditional GTM. This approach values oral proficiency over written accuracy and concentrates on speaking and listening. Even though it's still more interesting than GTM, the effectiveness of Direct Method is relatively low in Indian schools because of batie ccc hildren's stories such things as overcrowded class size, lack of trained teachers and insufficient teaching aids.

The Audio-Lingual Method (ALM) also grew in popularity during the mid-20(th) century, particularly within drill-centric, vocabulary-based classes. For instruction on grammatical principles and pronunciation, ALM implements pattern-or probability-drills, habit-formation and reinforcement, and repetitive practice. While it can and does support retention and accuracy, its focus on imitation and repetition often stifles creativity, originality, and immediate language use. Like in GTM and the Direct Method, ALM often focuses more on form than function, it is not possible for students to apply their grammatical knowledge to having a conversation. Although traditional approaches have contributed to a certain foundation in terms of understanding the fundamentals of English grammar, their weaknesses are now becoming ever more evident in today's school. Students may even perform well on tests but not possess the practical skills necessary for effective communication. Hence, further move to apply modern, communicative, interactive and context based pedagogy is indispensable because of the thrust on communicative competency and learner centered kind of instructions despite GTM, Direct Method and ALM providing structure and discipline.

A. Modern Approaches

The limitations of traditional exercises have given rise to new ways of teaching English grammar in Indian schools, and cutting across all seems to be an upsurge in the use of communicative methods, with the focus on communication—developing speaking skills through engagement—in posts and forums often being different means rather than different ends (Banerjee & Ali 2009), rather than rote learning for grammatical fluency that features more in traditional exercise-based approaches. One of the most prevalent contemporary methodologies is Communicative Language Teaching (CLT). CLT prefers to teach grammatical structures in context relating to every day real life situations with accuracy and fluency. The teaching of grammar is embedded in meaningful activities, such as role-plays, discussions and group projects, not in stand-alone drills. It is a method of teaching and learning that encourages students to be active, creative and critical individuals as it trains their ability to solve the problems and develop their thought processes as well as how grammar rules should make sense in context.

One other related modern method for doing grammar instruction as part of learning useful things to do or produce is task-based language teaching, a.k.a., TBLT. Via TBL, students can carry out meaningful real life tasks that require using

grammar forms in practice e.g. writing letters, making presentations, or arguing about an issue. This approach develops the speaking and listening skills, team work and logic as well as improving grammatical accuracy. TBLT is an interesting and contextually made possible approach to the way of language learning, it combines theoretical knowledge with high relevance to real life, on this aspect combined grammatical instruction into meaningful, need-based tasks. A new trend in grammar education is the Flipped Classroom model, this uses technology to disrupt how students conventionally learn. With the approach, students go home having watched a video, done an online exercise or read a textbook that teaches them their grammar topic. The teaching in the classroom includes application, problem-solving and individualized instruction. Flipped classrooms, along with the focus on self-regulated learning and autonomy enable teachers to concentrate more on higher-order skills such as fluency, accuracy in sentences production, and appropriacy of use. By transforming traditional language lectures into active, student-centered learning experiences unit is also promoting participation. Cumulatively, current approaches prioritize the role of context, interaction and student participation to compensate for limitations associated with traditional practices. These methods ensure that students not only learn the grammatical rules of English, but also build by gradually bettering their competence and confidence in using it for academic and everyday purposes enjoyfully by means of communicative exercises, clear examples and cultural applications with technology support. They illustrate how education in India is transitioning from rote, exam-focused instruction to something more holistic, conversational and skills based.

IV. TECHNOLOGY INTEGRATION

Teaching grammar in Indian schools takes a new turn with advent of technology integration in the last few years. Rote memorization are replaced by active learning with gamified online platforms. Using apps like Kahoot, Quizlet and Google Classroom, teachers can develop interactive tests, flashcards or group activities that help students learn grammar in the moment. While making learning more enjoyable, these tools also provide students with immediate feedback, enabling them to see errors and track personal progress while promoting retention. Furthermore, technology incorporation permits flexible and personalized instruction suitable for students of different aptitude. Online grammar courses, for instance, can be structured to encourage more advanced students and also provide extra support to beginners. In multilingual classrooms, as we encounter in India (where children come to school with varying degrees of earlier exposure to English), this difference is highly significant. In addition, outside of the classroom grammar is studied through learning software or on-line materials and phone/ tablet apps, encouraging learner autonomy and continued reviews.

Grounding grammar in context through authentic use of multimedia resources such as films, animation or interactive storytelling also enhances motivation. To render the abstract readily tangible, a short video clip might be used to narratively illustrate sentence construction, verb use or tense patterns. Gamification makes learning fun and motivates students to engage with teacher-led activities. Learners practice language by gamifying in a way that includes leaderboards, medals and points. Studies have demonstrated that computer facilitated grammar instruction can bridge the gap between theory and practice by increasing learning achievements as well as motivation. Collage Educators can create a dynamic interactive twentieth century learning environment by blending digital resources with traditional teaching methods (iipseries. org, 2024).

A. Contextual Learning

Utilizing grammar instruction amid meaningful events and authentic interaction, context-based learning is an instructional advancement that enables learners to comprehend and memorize abstract grammatical principles. Context-based approaches, instead of isolating the study of grammar from its real use, present usages through context or actual models such as songs, movies, commercials, newspapers and articles, conversations interactions with so much information available on our own social purposes on the media. This bridges the divide between theory and practice, giving students a chance to see how grammar operates in naturally occurring language. For example, songs can be used to introduce tenses or prepositions and to mobilize pupils' attention on more linguistically relevant and culturally sensitive content of the language they are learning while helping them to internalise grammatical patterns. "Similar to how movie dialogue or short story excerpts might show complex sentence structures, conditional sentences, colloquial idioms in a certain context. by virtue of the fact that they are analyzing, interpreting, and applying+ language knowledges as opposed to memorizing them), learners are engages in deep cognitive engagement.

Contextual learning also supports multimodal and experiential learning through tactile, auditory, and visual elements. In using exercises such as simulate role playing, conversation simulation and text analysis, teaching grammar is more interesting and effective. Students will be encouraged to use language in creative ways, correct one another, apply rules when appropriate—all of which contributes to communicative competence and long term retention. Research says that students are more motivated and feel more confident when they see language as practical and meaningful instead of abstract and boring. Teachers can develop students' ability to apply classroom information to real-world communication through teaching "grammar in context" to prepare them for everyday, professional and academic communication (iipseries. org, 2024).

B. Creative Pedagogies

Creative pedagogies comprise new strategies in grammar teaching, such as student-centred, active and dynamic types of instruction. To engage students in the learning process, they also leverage methodologies such as role playing, dramatization, storytelling, gamification and team-based assignments. Creative methods encourage language play, problem-solving and contextual grammar rules rather than memorisation which is prioritised in traditional methods. Practice of tenses, sentence pattern and speech act is most effective way by role-playing and dramatization. For example, students can receive instant practice of grammatical structures in real exchanges when they act out dialogues that include role plays from real life situations like ordering food or scheduling an appointment, or a story. Like this, cooperative story telling or group writing drills are a mixture of creativity and grammar drill – the students simply internalize the rules without even being aware of them as they express ideas in a team.

"Gamification" is another productive approach to bringing a lively, interesting sense of engaging grammar instruction. Activities can include: board games, online grammar challenges, tournaments and grammar quizzes that give opportunities for practice and friendly competition. Gamified learning not only provides an engaging experience but also promotes accuracy as learners receive instant feedback and can correct their errors in a fun way. Higher order thinking skills, such as analysis, synthesis and application are also promoted by creative pedagogies. Students will remember it because long-term memory works by getting the students to play with language, build sentences, and reflect on usage. Moreover, these strategies increase students' self-confidence and reduce anxiety, in particular in individuals who may fear to be wrong in a traditional teacher-centered class. In short, creative pedagogies fulfil the teaching grammar model in current class-rooms for it extends contextualized learning and technology. A combination of different tactics (i.e. interactive, contextual and creative), teachers can establish an atmosphere that makes grammar courses not becoming a boring repetition but exciting useful and meaningful learning experience (iipseries. org, 2024).

V. RANCHI DISTRICT VOCABULARY CAMPAIGN

Emphasising on grammar and effective communication, Ranchi District Education Department in Jharkhand has rolled out a "Vocabulary Campaign" to assist students improve their linguistic skill in Hindi and English. This programme is predicated on an increasingly widespread understanding that fluency in a language is not solely about the acquisition of rules, but also mastery of vocabulary, understanding context and making use of grammatical construction. The campaign has to take a hybrid approach because it needs to reach kids across different educational settings – like government schools, which tend not to have much in the way of resources and still rely on chalkboards – as well online. Online platforms also provide interactive lessons, tests and games where students can practice their grammar and contextual usage. Using digital methods, the campaign utilizes the technology to provide a learning experience that lets students practice, play and learn outside of traditional classrooms at their own pace. A series of distributional exercises, classroom activities, discussion questions and reading sessions are provided alongside offline tasks to encourage the application of the grammar learned in written and spoken English. Yet, students will also get exposed to structured input as well hands-on work through this dual-mode process which is necessary if we want it to stick and have kids internalize grammar.

One of the interesting yardstick of this Ranchi project is that, it emphasizes on student's motivation and participation. The campaign address the problem of widespread student disengagement by making vocabulary and grammar meaningful and dynamic, as opposed to passive practices. To enhance their communication skill and memory retention, students must use new vocabulary and grammar in realistic situations, such as presentations, story telling and classroom discussions. The methods of using these techniques are also disclosed by way of providing direction and guidance, which gives teachers the ability to cover pedagogical gaps and improves student performance. Some successes noted from the project to date have been greater participation in classroom lessons, improved vocabulary retention and better confidence levels in spoken English. The Ranchi Vocabulary Campaign as a model for creative instruction of grammar: in use of technology, context based learning and student involvement. It also demonstrates how the intervention can be translated to a workable local response for enhancing school-level language proficiency (The Times of India, 2024).

A. Tambaram Corporation's English Training Program

The Chennai: The Tambaram Corporation has announced the launch of a comprehensive spoken-English training programme for schoolchildren, focussing on grammar, phonetics and sentence formation. CAL;-This course aims at developing students' functional English language and bolstering their confidence in written and oral expression, acknowledging the limitations of grammar-based approach to their learning accompanied by rote-learning. In order to be certain that structured lessons are interesting, relevant and linked directly to learning objectives the programme uses expert language teachers who have been trained in modern pedagogic methodologies. One of the hallmark features of the program is that it places teachers at the center and students at the focus. In order to help students internalize grammar, teachers employ various methods such as role-playing, group activities and sentence making. Phonetic practice activities, for example, provide students with

opportunities to engage in correct pronunciation and intonation, a sentence building activity provides inspiration to practice grammar rules in authentic and meaningful ways. Through integrating such practices into everyday classroom practice, the method overcomes the age-old issue of grammar instruction presented in an abstract and detached manner - shifting focus from rote learning to meaningful use in communication.

The program also incorporates continual feedback and formative assessment, so students can adjust their approach on the fly. Group work, role-plays and discussions also help build a collaborative learning environment that facilitates involvement and reduces the fear of error common to language learning. To help students apply grammar in real contexts, the set uses English informally and semi-formally - including short small-group chats, storytelling and presenting in front of a class. The initial findings of the Tambaram initiative indicate an increase in student participation and confidence in speaking, and that their language accuracy has also improved. The programs demonstrate the success of a holistic, integrated grammar instruction using cutting-edge teaching methods combined with specific teacher training. It underlines the need to move from rote learning to pedagogic strategies of real-world relevance, engagement and application (The Times of India, 2024). The projects in Ranchi and Tambaram provide successful implementation models of larger educational reforms by proving that carefully designed programs with trained teachers, context-based learning methods can significantly change the status quo concerning grammar teaching and overall language skills within Indian schools.

VI. ENHANCING TEACHER TRAINING

A more pressing requirement for improving English grammar teaching in Indian schools is strengthening teacher training programs. Teaching grammar effectively is not just about knowing the rules, but being able to make lessons fun, do interactive exercises and tailoring teaching techniques to many different kinds of students. Many English teachers have had minimal exposure to modern methods such as Communicative Language Teaching (CLT) or Task-Based Language Teaching (TBLT), and instead rely on ancient methodologies, such as the Grammar Translation Method. And the space between what's known and what's not — scientists describing it as a transition from knowledge knowable and abutting to truths unknown or unknowable — can be bridged by full professional development programs that provide teachers with the skills, wherewithal and confidence they need to use innovative methods well.

Hands-on workshops, seminars and exercises focusing on technology application, contextual learning, as well as student-oriented teaching should be included in teacher training courses. The key will be to learn how to design meaningful assignments, utilize digital platforms for grammar exercises and integrate authentic materials. In addition, training should include classroom management techniques to enable teachers to run engaging and interactive lessons, even in large multilingual classes. To ensure that such a phenomenon does not happen, in order for them to be up-to-date with pedagogical innovation and being able to translate theory into practice, peer collaboration, mentoring and continual professional development is essential. By investing in teacher training, schools could transform grammar instruction from a rule-bound, test-focused exercise to an interesting and potentially meaningful activity. Good teachers can support students in developing their critical thinking, creativity and communication skills that will translate into better academic performance and language abilities. Better training programs also offer educators techniques to address student disinterest and motivation, which in turn creates a supportive classroom environment that can sustain language learning.

A. Curriculum Reform

Curricular innovation is needed to support English grammar instruction, according to the changing needs of students in the 21st century. Instead of helping students to acquire functional competences in language use, most courses focus on the memorisation of isolated grammar rules and vocabulary, often combined with translation. Or, teachers could introduce communicative and task-based principles into the course content in order to help students apply grammar in practice, which would help build a bridge between form and function. The so-called educational imperatives of team-working and development of communication skills within the context of the real world is more prominent. Lesson plans may include role-plays, small-group discussions, stories, and writing assignments to provide students opportunities for active practice of grammar. It should also have an example of the graph structure, where grammatical ideas are introduced in bite size chunks and tested with real world exercises afterward. Instead, instead of relying on tests of memorization, testing methods should be reformed to evaluate accuracy as well as communicative competence.

Curriculum reform ensures that grammar instruction is skill-focused, student-centered and relevant. It encourages you to incorporate classes that mirror how languages are used in real life and prepares students to communicate with employers, co-workers or classmates on the job, in a class or in daily life. A new curriculum can promote greater retention, engagement and overall language ability through real-world application.

B. Leveraging Technology

One such area for innovation and development is the use of technology in teaching grammar. It's pretty difficult to do that with traditional methods but e-learning, from utilising multimedia resources online tests mobile apps, and digital platforms in class means a richer learning experience: it's live! Students can gamify and collaborate while practicing grammar on platforms such as Kahoot, Quizlet and Google Classroom along with different language learning apps. They provide instant feedback and encourage independent learning. Moreover, technology can support individualized instruction as teachers could customize tasks based on students' level of proficiency, monitor progress and identify gaps and needs. "Using multimedia tools, such as videos and animations or interactive storytelling, allows to contextualize grammatical rules and convert abstract ideas into something more concrete. By incorporating traditional teaching methods with technology-driven strategies, learners are able to experience a dynamic and learner-centred classroom that fosters grammar understanding and use. Technology also eases the way for students to learn at a distance and over time, making it possible for them to consult grammatical resources when they are not in class. And it allows innovative teaching methods such as the "flipped classroom" where students learn the theory of a subject at home and apply it in practical exercises in lessons. As a result, integrating technology for the purpose of teaching grammar is not only an instruction enhancement, but also a mean to enhance student autonomy, motivation and accessibility.

C. Promoting Student-Centered Learning

An important recommendation for improving grammar instruction is to use student-centered pedagogies that focus on active learning, collaboration, and language functioning in everyday situations. They do so via practice, trial and error, and reflection, creating a body of student-generated knowledge that engages the shift from teacher-led instruction to something more along the lines of shared participation. Role play, dramatization, group work, peer study, gamification and exercises in context are all creative teaching techniques that can get your students applying their grammar in practice contexts they actually care about! These approaches also allow students to internalize grammatical structures more effectively by promoting critical thinking skills such as analysis, synthesis, and application. Through making lessons fun, interesting and challenging student-centered learning also addresses motivational concerns and encourages participation and retention. Student-centred approaches lead to a positive learning environment that creates competence and confidence by promoting independence, creativity and group problem solving. By actively using grammar concepts to describe their life and environment, students cultivate communicative competence, critical thinking skills, and linguistic creativity. These skills are important for academic performance and, one day, employment.

VII. CONCLUSION

History Exam-oriented curricula, colonial hangovers and traditional pedagogy have always contributed to what has been the vexed issue of teaching English grammar in Indian schools. Despite the need to learn English well so that they can excel in their career and studies, many students face difficulties in conquering English grammar which hinders them from expressing themselves fully. It is made worse by the reliance on traditional teaching methods, inadequate training of teachers and low students' participation. Traditionally, methodologies such as the Grammar Translation Method (GTM), the Direct Method and the Audio-Lingual Method have not focused so much on authentic use of language in context or indeed input-response learning, but rather on dry activities, rote memorization and mindless dissection of phrases. "The curriculum isn't aligned with written exams", so students get very high marks in reading tests, but much lower marks in spoken communication, listening and creative writing. Add to this a deficit in teacher preparation, which further exacerbates the problem. A large number of teachers are simply not ready to employ learner-centered, communicative and task-based approaches because they lack exposure to any modern pedagogical methods when they commence teaching. In the absence of training programs, teachers still rely on traditional and teacher-centered teaching methods that emphasize accuracy rather than functional competence. This discrepancy underscores the urgent need for continued targeted training in order to provide teachers with the knowledge and skill in utilizing technology, real world resources, and creative teaching approaches as part of grammar instruction. The moment of grammar learning can turn from a robotic regulation to a ripe interaction with the qualified motivated teachers.

Student motivation and engagement are other important factors that influence grammar learning results. Grammar is often

classrooms and electronic resources enable self-study at a pace that suits the learners, while CLT (Communicative Language Teaching) or TBLT (Task-Based Language Teaching) can be used to stimulate interactive learning and real life situation. Technology usage has turned into the teaching of grammar where programs/apps like Kahoot, Quizlet and also multimedia facilitate the dynamics classes following a game format (gamification) which is so flexible. While all of these “out-of-the-box” teaching methods such as role-play, dramatization, and group work—where different kinds of creative pedagogy promote engagement, creative thinking, and confidence are surely comforted-based learning practices but the idea behind activity-based method was authentic context with its practical use where learners learn through sharing experiences that are used in the real life form. "In combination, they facilitate skill-based and learner-centered learning which bridges the gulf between clinical competence and grammatical knowledge.

Improving teacher education, revising curricula to make room for communicative and task-based methodologies, using technology and promoting learner-centred approaches compose the four keystones of advice for improving grammar teaching in Indian schools. by addressing these areas, schools can go further than mere rote learning to create classrooms where grammar is actively used, contextualized and owned as a device of effective communication. In sum, an integrated approach that synthesizes both accurate structure and proper function is required to teach English grammar in Indian schools. Academic grammar can be enriched by blending a traditional base with current teaching methodologies, educational technology, and transformative applications in context issues. This approach ensures that students receive the confidence, skills and critical thinking needed to use English as a global language across social, professional and academic environments; in short, preparing them for their work in an international world. If every child in India has to reach levels of linguistic proficiency and communicative competence, the future of grammar instruction lies in innovation, empowering teachers, and student-centred learning.

VIII. REFERENCES

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