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CURRENT TRENDS IN TEACHING ENGLISH THEORETICAL GRAMMAR: COMPARATIVE EDUCATIONAL PRACTICES

ABSTRACT

The article deals with current trends in teaching English theoretical grammar in higher education within the context of digital transformation, globalization of education, and increasing emphasis on learner-centered teaching. The study focuses on innovative pedagogical practices and analyzes their implementation across different educational contexts, including the United States, the United Kingdom, Germany and Ukraine. Teaching theoretical grammar is viewed not as an isolated study of formal grammatical categories, but as an integrated component of linguistic, communicative, analytical, and professional competence development.

The article analyzes six major methodological trends currently shaping grammar teaching in higher education: AI-powered personalization, flipped classroom learning, blended learning and digital integration, inductive and task-based language teaching, multimodal literacy, and gamification. Special attention is paid to the pedagogical potential of artificial intelligence systems, adaptive learning platforms, and intelligent tutoring technologies that provide individualized feedback and support differentiated grammar teaching. The flipped classroom model is examined as a teaching strategy that transfers theoretical input beyond the classroom and creates opportunities for collaborative analytical activities during class sessions.

The study also explores comparative educational practices in different regions. European educational systems demonstrate a strong emphasis on bilingual grammatical comparison and academic linguistic analysis, while American universities prioritize communicative application, learner autonomy, and interdisciplinary integration.

The findings demonstrate that effective teaching of English theoretical grammar is increasingly characterized by methodological flexibility, integration of digital technologies, contextualization of grammar in authentic discourse, and the combination of explicit and implicit teaching techniques. It is concluded that modern grammar teaching practices contribute to the development of grammatical competence, critical thinking, learner autonomy, and professional language awareness in higher education institutions.

Key words: *theoretical grammar, grammar teaching, higher education institutions, comparative pedagogy, artificial intelligence, blended learning, task-based learning, multimodal literacy, educational technologies.*



СУЧАСНІ ТЕНДЕНЦІЇ У ВИКЛАДАННІ ТЕОРЕТИЧНОЇ ГРАМАТИКИ АНГЛІЙСЬКОЇ МОВИ: ПОРІВНЯЛЬНІ ОСВІТНІ ПРАКТИКИ

АНОТАЦІЯ

У статті здійснено аналіз сучасних тенденцій викладання теоретичної граматики англійської мови у закладах вищої освіти в умовах цифрової трансформації освіти, глобалізації освітнього простору та зростання ролі студентоцентрованого навчання. Дослідження зосереджено на інноваційних методичних підходах, а також на особливостях їх реалізації в різних освітніх системах, зокрема у США, Великій Британії, Німеччині та Україні. Викладання теоретичної граматики розглядається не як ізольоване вивчення граматичних категорій, а як інтегрована складова формування лінгвістичної, комунікативної, аналітичної та професійної компетентності здобувачів освіти.

У роботі проаналізовано шість провідних тенденцій сучасного викладання граматики: персоналізацію навчання на основі штучного інтелекту, модель перевернутого класу, змішане навчання та цифрову інтеграцію, індуктивне й завданнєве навчання, мультимодальну грамотність та гейміфікацію. Особливу увагу приділено педагогічному потенціалу адаптивних навчальних платформ, систем інтелектуального супроводу та цифрових інструментів оцінювання.

Порівняльний аналіз освітніх практик показав, що європейські освітні системи демонструють акцент на контрастивному аналізі граматичних систем та академічній лінгвістичній підготовці, тоді як американські університети надають перевагу комунікативному застосуванню граматичних знань, автономії студентів та міждисциплінарності.

Доведено, що ефективно викладання теоретичної граматики англійської мови ґрунтується на методичній зручності, інтеграції цифрових технологій, використанні автентичного мовного матеріалу та поєднанні експліцитних і імпліцитних підходів до навчання.

Ключові слова: *теоретична граматика, навчання граматики, заклади вищої освіти, порівняльна педагогіка, штучний інтелект, змішане навчання, завданнєве навчання, мультимодальна грамотність.*

INTRODUCTION

Teaching English theoretical grammar in higher education has undergone significant transformation in recent decades due to rapid technological development, globalization of educational practices, and the increasing demand for communicative and professionally oriented language teaching. Traditionally, theoretical grammar was taught primarily through lecture-based learning focused on the description of grammatical categories, morphological paradigms, syntactic structures, and formal linguistic classifications. Such approaches emphasized the systematic acquisition of theoretical knowledge and the development of metalinguistic awareness (Larsen-Freeman & Celce-Murcia, 2016).

However, contemporary educational paradigms increasingly recognize grammar as a dynamic system that functions within authentic communicative, academic, and professional contexts. Researchers such as Ellis (2020), Larsen-Freeman (2016), Long (2015) and Thornbury (1999) emphasize that grammar learning should involve not only formal accuracy but also meaningful language use, cognitive engagement, and contextualized application.



Recent developments in educational technology, artificial intelligence, mobile learning, and multimodal communication have further expanded the methodological possibilities of grammar teaching (Godwin-Jones, 2024; Holmes et al., 2019). At the same time, educational systems in different countries continue to demonstrate distinct pedagogical traditions, creating a need for comparative analysis of current grammar teaching practices.

THE AIM OF THE STUDY

The aim of this paper is to analyze the current trends in teaching English theoretical grammar in higher education institutions and to identify the comparative pedagogical characteristics of grammar teaching across different educational contexts.

THEORETICAL FRAMEWORK AND RESEARCH METHODS

The theoretical framework of the study draws on research in second language acquisition, communicative language teaching, educational technology, artificial intelligence in education, and comparative pedagogy. Key theoretical foundations are based on the works of Biber (2020), Ellis (2020), Long (2015), Nunan (2004) and Thornbury (1999) as well as recent studies on AI-powered learning, blended learning, and task-based learning in higher education. These approaches provide the conceptual basis for analyzing current trends in teaching English theoretical grammar.

The study employs qualitative research methods, including theoretical analysis, synthesis, comparison, classification, and generalization of scholarly literature and curriculum materials on grammar teaching in higher education. These methods make it possible to identify key pedagogical principles, differences between teaching models, and current innovative trends in grammar teaching across different educational contexts.

The development of grammar teaching shows a shift from traditional grammar-translation and rule-based learning toward communicative, task-based, and technology-enhanced approaches (Larsen-Freeman & Celce-Murcia, 2016; Long, 2015). This transformation is influenced by constructivist and cognitive learning theories, which emphasize learner autonomy, interaction, and contextualized language use.

AI-powered personalization is one of the key contemporary trends, based on adaptive systems and automated feedback tools that support individualized grammar learning (Holmes et al., 2019; Zawacki-Richter et al., 2019). Flipped classroom methodology shifts theoretical input outside the classroom, while classroom time is used for analysis and problem-solving activities. Blended learning integrates traditional teaching with digital platforms, corpora, and mobile applications, increasing accessibility and learner autonomy (Godwin-Jones, 2024).

Inductive and task-based approaches support grammar acquisition through analysis of authentic language input and meaningful communicative tasks, while multimodal literacy expands grammar learning to different communication formats, including digital and media texts. Gamification increases learner motivation through interactive and game-based learning elements (Long, 2015; Nunan, 2004; Willis & Willis, 2007).

Comparative analysis shows that European systems often emphasize bilingual and analytical grammar study, while American universities focus on communicative application and interdisciplinarity.

Thus, the methodological framework combines cognitive, communicative, technological, and comparative perspectives for analyzing contemporary grammar teaching practices in higher education.



RESULTS

The expanded analysis of current practices in teaching English theoretical grammar across higher education institutions demonstrates that the effectiveness of teaching outcomes increasingly depends on the integration of multiple pedagogical approaches rather than the application of a single teaching model. The comparative findings confirm that grammar teaching is most effective when theoretical linguistic knowledge is systematically connected with communicative practice, cognitive engagement, digital technologies, and authentic language use. Across universities in the USA and Europe grammar pedagogy is becoming increasingly learner-centered, technologically supported, and contextually oriented (Ellis et al., 2020).

One of the most influential trends identified during the study is AI-powered personalization. The analysis demonstrates that artificial intelligence is rapidly becoming an integral component of grammar teaching in many universities, particularly in the United States, the United Kingdom, and Germany. Adaptive learning systems, automated writing evaluation platforms, and intelligent tutoring applications are increasingly used to support individualized grammar teaching (Holmes et al., 2019). These technologies allow teachers to monitor learner performance, identify recurring grammatical difficulties, and provide targeted feedback based on students' individual learning trajectories.

The results indicate that AI-supported environments significantly enhance learner autonomy and self-regulation. Students receive immediate feedback on syntactic analysis, morphological categorization, clause identification, and discourse-level grammar tasks. Unlike traditional classroom correction, AI-based systems provide continuous formative assessment, allowing learners to revise grammatical hypotheses and improve performance through iterative practice (Larsen-Freeman & Celce-Murcia, 2016). Comparative observations suggest that students using AI-supported grammar platforms demonstrate faster improvement in the acquisition of complex grammatical structures, including tense-aspect systems, modality, subordination, and information structure. Furthermore, teachers report that artificial intelligence reduces the time required for repetitive correction and allows greater focus on higher-order analytical discussion (Zawacki-Richter et al., 2019).

Another major trend identified in the research is the implementation of the flipped classroom model in theoretical grammar teaching. The analysis shows that in many American and British universities, theoretical content is increasingly delivered outside classroom settings through video lectures, recorded presentations, interactive reading materials, and digital grammar modules. Students study core grammatical concepts independently before attending class, where learning time is dedicated to collaborative analysis, linguistic problem-solving, corpus exploration, and peer discussion.

The findings indicate that flipped learning contributes significantly to learner engagement and active participation. Students arrive in class with preliminary theoretical understanding, which allows teachers to focus on deeper analytical tasks rather than teaching explanation. In grammar seminars, learners analyze authentic language examples, compare grammatical theories, construct syntactic representations, and evaluate alternative linguistic interpretations. This approach supports critical thinking and improves students' ability to apply theoretical knowledge in practical linguistic contexts. The flipped model was found to be particularly effective among advanced undergraduate and graduate students, who benefit from greater academic autonomy and independent preparation (Thornbury, 1999).



The research also confirms the widespread implementation of blended learning and digital integration. The combination of traditional classroom teaching with online educational environments has become a dominant teaching model in higher education. Universities increasingly integrate learning management systems, mobile-assisted language learning applications, interactive grammar platforms, digital corpora, and online assessment tools into grammar teaching (Godwin-Jones, 2024).

The results demonstrate that blended learning significantly expands access to grammar resources and creates opportunities for individualized pacing. Students can review theoretical materials repeatedly, complete interactive assignments outside class, and access authentic linguistic databases for independent analysis. In German universities, corpus-based grammar learning is particularly common (Biber et al., 2020). Students use concordance software and corpus search engines to examine frequency, collocation patterns, syntactic variation, and pragmatic constraints in authentic academic discourse. This data-driven approach strengthens grammatical awareness and helps students distinguish between prescriptive rules and actual language use. In Eastern European institutions, digital integration remains less uniform but demonstrates clear growth due to institutional modernization and increasing access to educational technologies.

A particularly significant finding concerns the growing popularity of inductive and task-based learning. The analysis reveals that modern grammar teaching increasingly moves away from purely deductive rule presentation toward discovery-based learning (Long, 2015). In inductive learning environments, students are first exposed to authentic linguistic input – including academic articles, recorded lectures, podcasts, video materials, and spoken discourse – before formal grammatical explanations are introduced. Learners identify recurring patterns, formulate hypotheses, and test their observations through guided analytical tasks (Nunan, 2004).

The results suggest that inductive grammar learning supports deeper cognitive processing and stronger long-term retention of theoretical concepts. Students demonstrate improved analytical flexibility and greater ability to transfer grammatical knowledge to unfamiliar linguistic contexts. Task-Based Language Teaching further strengthens this effect by embedding grammar teaching within meaningful academic tasks such as presentations, debates, research projects, text analysis, and collaborative writing assignments. During task performance, attention to grammatical form emerges naturally as learners encounter communicative challenges. Teachers provide focused feedback when grammatical difficulties interfere with communication or academic precision. This balance between implicit discovery and explicit intervention appears particularly effective in multilingual classrooms (Willis & Willis, 2007).

The study also identifies the emergence of multimodal literacy as an important direction in contemporary grammar teaching. By 2026, grammar teaching increasingly extends beyond traditional academic texts and includes the analysis of language across multiple communication channels. Students work with social media posts, podcasts, video blogs, online interviews, digital storytelling platforms, and visual discourse.

The findings show that multimodal grammar instruction significantly expands learners' understanding of how grammatical choices vary according to communicative medium, audience, and discourse purpose. Students analyze how tense, modality, cohesion, clause structure, and information organization function differently in academic writing, public speaking, online communication, and multimedia narratives. This approach helps learners connect theoretical grammar with real-world communication and enhances



discourse awareness. Multimodal teaching was found to be especially common in media linguistics, applied linguistics, and teacher education programs.

Another significant trend identified in the study is the growing use of gamification in grammar teaching. Universities increasingly incorporate game-based learning strategies such as digital quizzes, grammar competitions, point-based assessment systems, collaborative challenges, and simulation-based activities. Educational platforms allow teachers to transform abstract grammatical analysis into interactive academic tasks that promote engagement and participation (Holmes et al., 2019).

Student feedback indicates that gamified grammar teaching reduces anxiety associated with theoretical analysis and increases willingness to participate in classroom activities. Competitive yet supportive learning environments encourage repeated practice and immediate application of grammatical concepts. Gamification appears especially effective among first- and second-year undergraduate students, who often perceive theoretical grammar as cognitively demanding or abstract. The introduction of game mechanics increases motivation and supports sustained engagement with complex grammatical material (Holmes et al., 2019).

Comparative analysis of educational systems reveals notable regional differences in pedagogical emphasis. European universities frequently employ bilingual comparativistics, where students compare English grammatical structures with corresponding structures in their native language. This approach is particularly common in Ukraine, Poland, Germany, and other multilingual educational contexts. Comparative grammatical analysis helps students identify structural similarities and differences, develop metalinguistic awareness, and better understand abstract grammatical categories (Ellis et al., 2020).

In contrast, American universities place stronger emphasis on communicative application, learner autonomy, interdisciplinary integration, and academic discourse competence. Grammar teaching is often connected with sociolinguistics, discourse analysis, academic writing, and professional communication. Students are encouraged to apply grammatical knowledge in authentic academic tasks rather than simply reproduce formal rules (Long, 2015).

Overall, the expanded analysis demonstrates that contemporary teaching of English theoretical grammar is increasingly characterized by methodological diversity, technological innovation, contextual sensitivity, and learner-centered pedagogy. The most effective teaching models integrate artificial intelligence, blended learning, inductive reasoning, multimodal analysis, and communicative application, creating educational environments in which grammar functions not as an isolated academic discipline but as a dynamic tool for linguistic, academic, and professional communication (Godwin-Jones, 2024).

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The conducted analysis demonstrates that contemporary teaching of English theoretical grammar is characterized by a high degree of methodological diversity, technological innovation, and pedagogical flexibility. The study confirms that in modern higher education no single instructional model is sufficient to ensure effective grammar acquisition. Instead, successful pedagogical practice is based on the integration of multiple complementary approaches, including artificial intelligence-supported instruction, flipped classroom methodology, blended learning environments, task-based language teaching, multimodal literacy development, and gamification strategies.

It has been established that the effectiveness of grammar teaching significantly depends on the balance between explicit and implicit learning, as well as between



theoretical explanation and practical application. The most productive teaching models are those that integrate grammatical form, semantic meaning, and communicative function within authentic academic and professional contexts. Such integration allows students not only to acquire structural knowledge of language but also to develop the ability to apply grammatical resources flexibly in real communicative situations.

The findings also indicate that modern grammar teaching is increasingly influenced by digital transformation and the rapid development of educational technologies. Artificial intelligence, adaptive learning systems, and automated feedback tools contribute to the personalization of learning processes and support individual learning trajectories. At the same time, blended learning and mobile-assisted learning expand opportunities for continuous practice and independent study beyond the classroom environment. These technological innovations significantly enhance learner autonomy and promote more efficient acquisition of complex grammatical structures.

Comparative analysis of educational practices shows that while different educational systems maintain distinct methodological traditions, they are gradually converging toward common pedagogical principles. European educational contexts often emphasize analytical and comparative approaches to grammar, whereas American universities prioritize communicative competence and interdisciplinary integration. Despite these differences, all systems demonstrate a shared focus on developing learner autonomy, critical thinking skills, and professional communicative competence.

Another important conclusion of the study is that grammar teaching is undergoing a shift from a purely rule-based and form-oriented paradigm toward a more holistic and functional approach. Contemporary grammar pedagogy increasingly recognizes the importance of contextualized language use, discourse awareness, and multimodal communication. As a result, grammar is no longer treated as an isolated linguistic subsystem but as an integral component of broader communicative and academic competence.

Prospects for further research are related to several promising directions in the field of grammar pedagogy. First, there is a need for empirical studies investigating the effectiveness of artificial intelligence-based grammar learning systems in different educational contexts, particularly in relation to learner achievement, motivation, and autonomy. Second, further research should focus on corpus-driven grammar teaching and its impact on the development of learners' awareness of authentic language use patterns.

In addition, future studies may explore the pedagogical potential of multimodal educational environments, including the use of social media, digital storytelling, video-based learning, and interactive platforms in grammar teaching. Special attention should also be given to the integration of gamification and its long-term effects on learner engagement and retention of grammatical knowledge.

Finally, comparative cross-cultural research remains an important direction for further investigation, as it allows for a deeper understanding of how different educational traditions influence grammar teaching methodologies and learning outcomes in higher education. Such research will contribute to the development of more effective, flexible, and globally relevant models of English theoretical grammar teaching.

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