



Analysis of Text-Based Grammar Teaching Method on the Language Proficiency and Grammar Accuracy of ESL Learners in China

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Abstract

This research paper explores the impact of text-based grammar teaching method on the language proficiency and grammar accuracy of English language learners in China. Two research questions were addressed: Research Question 1: Does text-based grammar teaching method improve language proficiency, in terms of writing, speaking, reading, and listening, of English language learners in China? Research Question 2: Does text-based grammar teaching method improve grammar accuracy of English language learners in China? Through a quantitative research method, including a survey of 100 respondents, this study provides comprehensive insights into the effectiveness of text-based grammar teaching method. The findings reveal that text-based grammar teaching method significantly enhances language proficiency. Notably, improvements were most pronounced in writing (90%) and reading (93%) skills. While the impact on speaking (73%) and listening (76%) skills showed variability, this study suggests that a more balanced approach, incorporating increased speaking practice and listening activities, may yield more consistent results. Furthermore, the study demonstrates that text-based grammar teaching method has a profound impact on grammar accuracy, with 94% of respondents reporting improvements. This method also facilitates the ease of understanding grammar rules, as indicated by 96% of respondents finding it helpful in grasping grammar rules more easily. In conclusion, this research underscores the potential of text-based grammar teaching method as a valuable tool in language education, particularly for enhancing writing, reading, and grammar accuracy.

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The study highlights the importance of addressing individual differences and tailoring instruction to improve speaking and listening skills. These findings contribute to a deeper understanding of the role of text-based grammar teaching in language education and provide valuable insights for educators seeking effective pedagogical approaches in diverse learning environments.

Keywords: Text-based grammar teaching; Language proficiency; Grammar accuracy; English language learners; Language skills; Inductive grammar teaching; Writing improvement; Reading enhancement.

1. Introduction

Grammar learning is always one of the most important elements that plays an important role in deciding ESL learners' language proficiency [1]. However, it is also one of the most difficult parts that discourages a large number of ESL learners from learning English. In traditional Chinese education system, grammar is one of the must-learn components of all English language systems [2]. Although there is a lot of research that indicates that learning grammar consciously is not encouraged for second language acquisition but grammar-like multiple choice questions or grammar related exam questions still occupies a large portion of the total exam questions. This means that grammar learning is important in China academically. However, in most English grammar classes in China, students are bombarded with a lot of grammar rules by teachers, where teachers do not mind explaining how grammar points are constructed or formed instead of guiding them to explore the rules themselves [3]. This leads to the production of this paper, which aims to look into how text-based grammar teaching, an inductive grammar teaching method, influences Chinese students' English language proficiency and grammar accuracy.

2. Statement of the Problems

As the paper looks into how text-based grammar teaching method affects Chinese English learners' language proficiency and grammar accuracy, the following research questions and hypotheses are identified:

1. Does text-based grammar teaching method improve language proficiency, in terms of writing, speaking, reading and listening, of English language learners in China?

H0: Text-based grammar teaching method does not improve language proficiency, in terms of writing, speaking, reading and listening, of English language learners in China?

H1: Text-based grammar teaching method improves English language learners' language proficiency in China significantly in terms of writing, speaking, reading and listening.

2. Does text-based grammar teaching method improve grammar accuracy of English language learners in China?

H0: Text-based grammar teaching method does not improve grammar accuracy of English language learners in China?

H1: Text-based grammar teaching method improves English language learners' grammar accuracy significantly in China.

3. Research Objective

The primary objective of this study is to assess the effectiveness of text-based grammar teaching method in enhancing the grammar learning outcomes of English learners in China. As grammar plays a pivotal role in shaping English learners' language proficiency, so this paper not only investigates how grammar accuracy is affected by this particular grammar teaching method but also how reading, listening, writing and speaking skills of Chinese English learners are influenced by this method. Ultimately, this paper aims to raise the awareness of the importance of teaching grammar inductively to many English language teachers around the world.

4. Definition of Terms

In order to provide readers with a clearer view when reading this research paper, the researcher has clarified the following terminologies:

Inductive Grammar Teaching: a pedagogical approach that refers to teaching grammar contextually by encouraging learners to discover and explore.

Deductive Grammar Teaching: a pedagogical approach that refers to teaching grammar by rules first and then context.

English Proficiency: refers to the level of competence and fluency in the English language, including listening, reading, speaking, and writing.

ESL Learners: These are people or students who are learning English as a second language, normally in an environment where English is not their mother tongue languages.

Grammar Accuracy: refers to the correctness of using grammatical structures in spoken and written language.

Language Acquisition: refers to acquiring a second language subconsciously but not consciously where learning plays an important role.

Text-based grammar Teaching: refers to exposing learners to authentic texts or texts that are made up to get learners exposed to the target language in context.

5. Related Literature

In this section, this paper will include a comprehensive view of existing research on text-based grammar teaching method and its effects on language proficiency and grammar accuracy in ESL learners.

Traditional Grammar Teaching Methods. Traditional grammar teaching methods is regarded as deductive

grammar teaching method, where teachers tell or explain grammar rules to learners directly and memorization of grammatical rules and exercise drills take place as well [4]. However, this method has received many doubts on its efficacy of ESL learners' language proficiency in comparison to inductive grammar teaching method [5]. Speaking of the effectiveness of this method on grammar accuracy, research shows that both deductive and inductive teaching methods are effective but when it comes to recognizing grammar rules, inductive grammar teaching overperforms deductive grammar teaching method [6]. Although the advantages of deductive grammar teaching method are plausible, this method has also been criticised for its limited focus on language use in real-world contexts, which can lead to a disconnect between grammar knowledge and practical language skills [7]. So, students may struggle to transfer their knowledge of grammar rules to effective communication in speaking and writing.

Inductive Grammar Teaching Methods. Inductive grammar teaching methods, which focus on learners' discovery of grammar rules through context and examples, have drawn a lot of attention in language teaching [8]. These methods align with the principles of communicative language teaching (CLT) [9] and also play an important role in language acquisition when learners are exposed to meaningful language input [10]. Among them, text-based grammar teaching method is one of the most commonly used inductive grammar teaching methods that guides ESL learners to find the grammar patterns, discover the rules, and conclude the forms [11]. Furthermore, Felt also further clarifies the steps in carrying out a text-based grammar teaching class:

Table 1: Text-based Grammar Teaching Framework.

Text-based
Lead-in
Exposure to TL (comprehension work)
Analysis of Examples from the Text
Clarification
Controlled Practice
Freer Practice

As indicated by the framework that text-based grammar teaching exposes ESL learners to the target language, where the text, whether authentic or semi-authentic, is filled with the language points that the learners will learn later in the class. Therefore, this grammar teaching method is highly likely to lead ESL learners to a joyful learning environment, where active participation and better understanding of English grammar points take place [12].

Effects of Text-Based Grammar Teaching on Language Proficiency. Research studies conducted in ESL contexts have reported positive effects of text-based grammar teaching on language proficiency. Learners exposed to text-based teaching method often demonstrate improved communicative competence and these improvements can be attributed to the contextualized learning experiences provided by text-based instruction [13]

Furthermore, as text-based grammar teaching method uses authentic and real-world material to expose learners, it also encourages learners to apply grammar rules in context, which generates more natural and communicative language use and this method can even enhance memorizing language as ESL learners take advantage of

multisensory text experience [14].

Effects of Text-Based Grammar Teaching on Grammar Accuracy. Grammar accuracy refers to the ability to use grammatical structures correctly in written and spoken communication and this also plays an important role in the outcomes of English language learning. Studies have shown that text-based teaching method provides ESL learners with opportunities to encounter and practice various grammatical structures within meaningful contexts [15], but there are limited studies that have looked at whether or not text-based grammar teaching can improve ESL learners' grammar accuracy.

Research Gap. While there is a growing body of research exploring innovative teaching methods for grammar across various educational contexts, there remains a conspicuous gap in the literature concerning the specific efficacy of text-based grammar teaching on English language proficiency and grammar accuracy. As a result, this study seeks to address this gap by investigating the specific effects of text-based grammar teaching on the language proficiency and grammar accuracy of ESL learners.

In conclusion, this literature review provides an overview of existing research on text-based grammar teaching method and its impact on language proficiency and grammar accuracy in ESL learners. Traditional deductive grammar teaching methods have faced doubts regarding their effectiveness in comparison to inductive approaches. While deductive methods may be effective in certain aspects, they are criticized for their limited focus on practical language use.

Inductive grammar teaching methods, particularly the text-based approach, have gained attention for their alignment with communicative language teaching principles. Text-based grammar teaching, as outlined in the presented framework, fosters a learning environment that encourages active participation and a deeper understanding of English grammar.

Research suggests that text-based grammar teaching positively influences language proficiency by enhancing communicative competence and contextualized learning experiences. Additionally, this method promotes the application of grammar rules in context, resulting in more natural and communicative language use. However, limited studies have directly investigated its impact on grammar accuracy.

A notable research gap exists concerning the specific efficacy of text-based grammar teaching on both language proficiency and grammar accuracy in ESL learners. Addressing this gap is the focus of the present study, aiming to contribute valuable insights to the field of English language education.

6. Research Design

This research uses a quantitative research method to analyze the data that was gathered from English learners in China. There were 100 randomly selected respondents who participated in this research by answering online survey questions. Since this paper is not aimed to investigate the difference between the effectiveness of text-based grammar teaching method and deductive grammar teaching methods, so the independent variable (participants who have taken text-based grammar teaching classes) has no variability in it. As a result, the

research only analyzes the dependent data and presents corresponding numbers, means, standard deviation and percentage through tables and graphs. Speaking of ethical consideration, respondents were not forced to write down their names on the survey sheet during the data gathering process, so the research does not reveal their names and the researcher does not store their personal data as well after the completeness of the research.

7. Findings

7.1 Demographic Information of Respondents

Age. There were 100 respondents who ever participated in a text-based grammar teaching class. Their age ranges from 16 years old to 40 years old. Among them, 20 per cent of them are 16 - 18 years old, 32 per cent are 19 – 22 years old, 26 per cent are 23 – 29 years old, while 22 percent in total are above 30 years old (30-35, 13 per cent and 36-40, 9 per cent).

Gender. For all the 100 respondents who took part in this research, 38 per cent of them are male ESL learners, whereas 62 per cent are them are female learners.

Education. There are six categories that are listed in this research and they each represents: Senior high school graduate (13%); College graduate (41%); Postschool graduate (3%); Current senior high school students (9%); Current undergraduate students (25%); and current postgraduate students (9%).

Years of English Learning. Among the 100 ESL respondents in China, only 2 indicated that they have just learned English for less than one year, while a total of 21 respondents said that they have learned English for 1-2 years (9) and 2-3 years (12). On the other hand, the majority of the respondents, 77, revealed that they have learned English more than 3 years.

7.2 Improvement in Language Skills and Grammar Accuracy

Easier to Understand Grammar Rules. In this section, respondents were asked question like the following: Does the text-based grammar class help you understand grammar rules more easily? The answers were the majority (96%) of them agreed that this class helped them grasp grammar rules more easily, while only 1% of them said no. However, there were 3% of the total respondents who said that they neither agree or disagree. The standard deviation is 0.355.

Improvement in Grammar Accuracy. This section presents the result of the effectiveness of text-based grammar teaching classes in terms of grammar accuracy improvement. A whopping 94% of total respondents agreed that their grammar accuracy got improved after taking text-based grammar classes, whereas 4% of them failed to get any improvement and a minor 2% of the population said that they neither agree nor disagree. The standard deviation is 0.339.

Improvement in English Writing Skill. The majority of the respondents (90%) agreed that their English writing skill got improvement because of text-based grammar teaching classes, while 5% of them said that they

disagree with this statement or they neither agree nor disagree respectively. The standard deviation is 0.479 for this part.

Improvement in English Speaking Skill. In this section, 73% of the total respondents agreed that text-based grammar teaching classes help them with their English-speaking skill. However, 15% of them disagreed and another 12% neither agreed nor disagreed. The standard deviation for this part is 0.695.

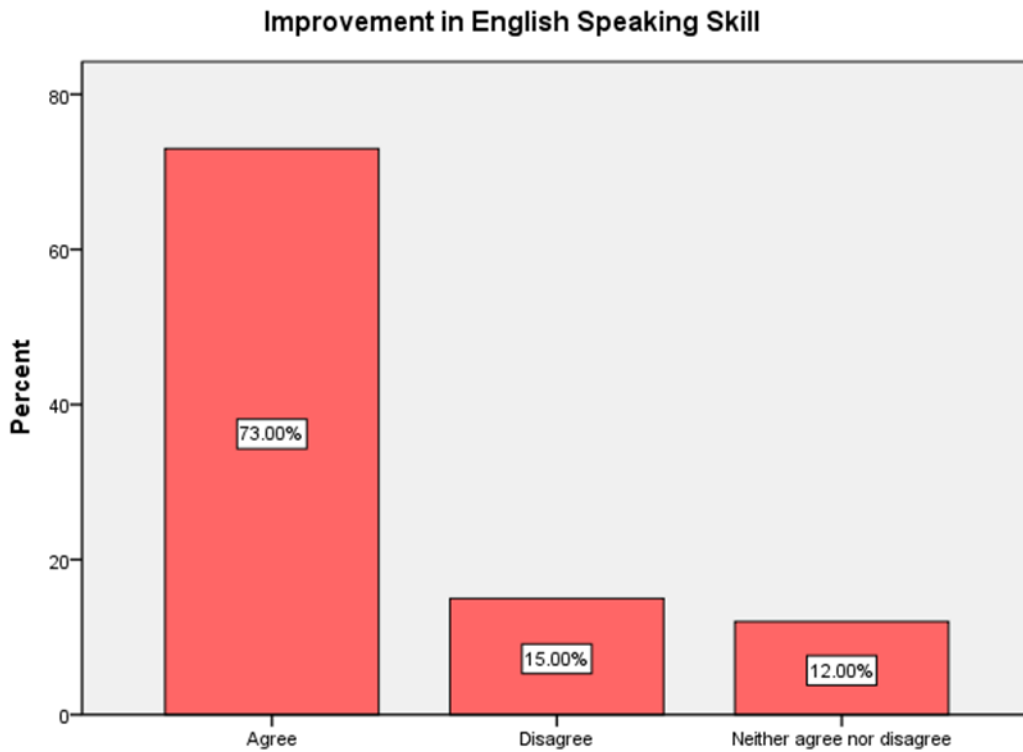


Figure 1: Improvement in English-Speaking Skill.

Improvement in English Reading Skill. In this part, 93% of the respondents had positive review regarding their English reading skill improvement after taking text-based grammar teaching classes, whereas 4% indicated no improvement in their English reading skill and 3% said they neither agree nor disagree with this statement. The standard deviation for this part is 0.389.

Improvement in English Listening Skill. Regarding improvement of their listening skill in English, 76% said that text-based English grammar teaching classes helped them, whereas 14% disagreed. 10% of them said they neither agree nor disagree with this statement. The standard deviation for this part is 0.655.

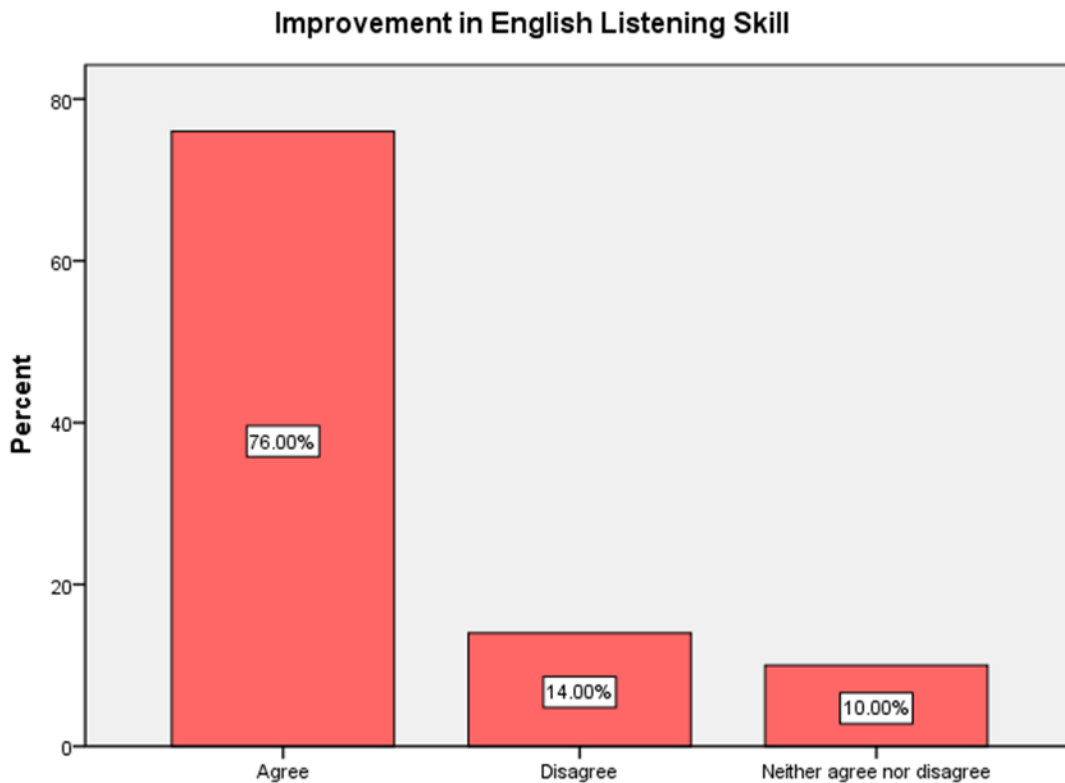


Figure 2: Improvement in English Listening Skill.

8. Discussion

8.1 Detailed Discussion and Analysis of Research Question 1

The first research question aimed to examine the effectiveness of text-based grammar teaching method in improving the language proficiency of English language learners in China across various language skills, namely writing, speaking, reading, and listening. This detailed analysis will delve into each skill area, assessing the findings in a more comprehensive manner and considering the implications for language education in China.

8.1.1 Improvement in English Writing Skill

The analysis of responses regarding the impact of text-based grammar teaching method on English writing skills reveals a highly positive trend. A significant majority of respondents, comprising 90% of the sample, reported an improvement in their English writing skills as a result of text-based grammar teaching classes. This overwhelming agreement suggests that text-based grammar teaching method has a substantial and beneficial impact on English writing proficiency among Chinese learners.

One potential explanation for this success may be the structured nature of text-based grammar instruction. This method often involves the analysis of structure, punctuation, spelling, and other forms, and this is one of the key

components of text-based grammar teaching, which is “form” analysis. By focusing on the intricacies of English grammar, students may develop a better understanding of how to construct coherent and grammatically accurate sentences and paragraphs.

Furthermore, the low standard deviation of 0.479 indicates relatively low variability in responses. This means that the majority of respondents are in agreement about the positive effect of text-based grammar teaching method on writing skills. This level of consistency adds credibility to the findings and suggests that the improvement in writing skills is a common outcome for students who have undergone this type of instruction.

In summary, the findings for the improvement in English writing skills strongly support the research hypothesis (H1), indicating that text-based grammar teaching method significantly enhances writing proficiency among English language learners in China.

8.1.2 Improvement in English Speaking Skill

The analysis of responses regarding the impact of text-based grammar teaching method on English speaking skills presents a more nuanced picture. While a substantial percentage of respondents, 73%, agreed that text-based grammar teaching classes helped them with their English-speaking skills, there is also a notable percentage (15%) who disagreed. Additionally, 12% of respondents neither agreed nor disagreed with this statement.

The presence of both positive and negative responses, along with a relatively high standard deviation of 0.695, suggests that the impact of text-based grammar teaching method on speaking skills may be more variable among learners. Several factors could contribute to this variability.

Firstly, speaking skills are highly dependent on practice and interaction. Text-based grammar teaching, which often emphasizes written language structures, may not provide sufficient opportunities for students to develop their speaking skills. This discrepancy between instruction and real-world communication could explain why some learners did not perceive a significant improvement in their speaking abilities.

Secondly, individual differences among learners, such as their prior exposure to English, motivation, and speaking anxiety, can play a significant role in their perception of improvement. Those with more exposure and motivation may benefit more from text-based grammar instruction, while others may find it less effective.

Despite the variability in responses, it is crucial to note that a majority of respondents still acknowledged an improvement in their speaking skills. This suggests that, for many learners, text-based grammar teaching method does have a positive impact on spoken language proficiency. However, the higher standard deviation indicates that this impact may not be as consistent across all students.

In conclusion, the findings regarding the improvement in English speaking skills provide support for H1 but also highlight the need for a more tailored approach to address the varying needs and preferences of English language learners in China. Instructional methods that incorporate more speaking practice and address

individual differences may yield even more significant improvements in speaking proficiency.

8.1.3 Improvement in English Reading Skill

The analysis of responses regarding the impact of text-based grammar teaching on English reading skills showcases an overwhelmingly positive trend. A remarkable 93% of respondents reported a positive change in their English reading skills after taking text-based grammar teaching classes. Only 4% indicated no improvement, and 3% remained neutral on this matter.

This striking level of agreement provides strong support for H1, suggesting that text-based grammar teaching method has a significant and beneficial impact on English reading proficiency among Chinese learners.

One potential explanation for this success may be the alignment between text-based grammar instruction and reading comprehension. Text-based grammar teaching often involves leading learners to find the grammar patterns in context and encouraging them to do all the discoveries. So, this can help students develop skills in understanding and interpreting written English. By this, learners may become more adept at comprehending complex written materials.

Moreover, the low standard deviation of 0.389 indicates a high level of consensus among respondents. This consistency reinforces the notion that text-based grammar teaching method has a positive and consistent impact on reading skills. The low variability suggests that the improvement in reading skills is a common outcome among students who have undergone this type of instruction.

In summary, the findings for the improvement in English reading skills strongly support H1, indicating that text-based grammar teaching method significantly enhances reading proficiency among English language learners in China.

8.1.4 Improvement in English Listening Skill

The analysis of responses regarding the impact of text-based grammar teaching method on English listening skills reveals a mixed perspective. While a significant percentage of respondents, 76%, acknowledged that text-based English grammar teaching classes helped them with their listening skills, there is also a notable percentage (14%) who disagreed. Additionally, 10% of respondents neither agreed nor disagreed with this statement.

The presence of both positive and negative responses, along with a relatively high standard deviation of 0.655, suggests that the impact of text-based grammar teaching on listening skills may be more variable among learners. Several factors could contribute to this variability.

Firstly, listening skills in a language are closely tied to exposure and practice. If text-based grammar teaching method does not sufficiently emphasize listening comprehension or provide ample listening material, some learners may not perceive significant improvements in their listening abilities. In real-world practice, authentic

reading text is often used as material to expose learners in the context of target language instead of listening materials.

Secondly, individual differences in learners' prior exposure to English, their ability to process spoken language, and their motivation can influence their perception of improvement. Those who are more motivated or have a higher aptitude for listening comprehension may benefit more from text-based grammar instruction in this regard.

Despite the variability in responses, it is important to recognize that a majority of respondents still acknowledged an improvement in their listening skills. This suggests that, for many learners, text-based grammar teaching method does have a positive impact on listening proficiency. However, the higher standard deviation indicates that this impact may not be as consistent across all students.

In conclusion, the findings regarding the improvement in English listening skills provide some support for H1 but also underscore the need for a more balanced approach that integrates more listening comprehension practice or listening materials into text-based grammar instruction. Addressing individual differences and providing more listening-focused activities may enhance the effectiveness of this method in improving listening skills among English language learners.

Table 2: Comparison of Skill Improvement.

		Improvement in writing: (1)agree (2)disagree (3)neither nor disagree	Improvement in speaking: (1)agree (2)disagree (3)neither nor disagree	Improvement in reading: (1)agree (2)disagree (3)neither nor disagree	Improvement in listening: (1)agree (2)disagree (3)neither agree
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		1.15	1.39	1.10	1.34
Std. Deviation		.479	.695	.389	.655

8.1.5 Overall Analysis and Answer to Research Question 1

In summary, the detailed analysis of the findings from this study provides substantial evidence in support of the research hypothesis (H1) that text-based grammar teaching method has a positive and significant impact on the language proficiency of English language learners across multiple skill domains, including writing, speaking, reading and listening. However, the impact on speaking and listening skills appears to be more variable among learners.

The results suggest that text-based grammar teaching method can be a valuable component of language education, particularly for developing writing and reading proficiency.

It is important to acknowledge the variability in the impact of text-based grammar teaching method, especially in the context of speaking and listening skills. This variability may be influenced by individual differences

among learners, the degree of alignment between instruction and real-world communication, and the need for more specialized listening comprehension activities and speaking practice activities within text-based grammar instruction.

In conclusion, based on the comprehensive analysis of the findings, it can be reasonably concluded that text-based grammar teaching method has a positive and statistically significant impact on the language proficiency of English language learners across multiple skill domains, thus supporting H1. To address the variability in outcomes, further research could explore the factors contributing to the variability in responses for speaking and listening skills, refine instructional approaches, and cater to the diverse needs of learners. This would enable educators to harness the full potential of text-based grammar teaching method in improving language proficiency.

8.2 Detailed Discussion and Analysis of Research Question 2

The second research question seeks to investigate the effectiveness of text-based grammar teaching method in improving the grammar accuracy of English language learners. This analysis will examine the findings in detail and consider the implications for the use of text-based grammar teaching method in language education.

8.2.1 Easier to Understand Grammar Rules

The analysis of responses regarding the ease of understanding grammar rules through text-based grammar teaching method reveals an overwhelmingly positive trend. A remarkable 96% of respondents reported that this type of class helped them grasp grammar rules more easily, while only 1% disagreed, and 3% neither agreed nor disagreed.

The high percentage of agreement strongly supports the research hypothesis (H1) that text-based grammar teaching method facilitates a more comfortable understanding of grammar rules among English language learners. This result aligns with the core objectives of grammar instruction, which is to provide learners with a clear and structured framework for understanding the rules governing a language.

The low standard deviation of 0.355 indicates a high level of consensus among respondents, further reinforcing the credibility of these findings. The low variability suggests that the ease of understanding grammar rules is a common outcome among students who have undergone this type of instruction.

One potential explanation for this success may be the systematic approach typically associated with text-based grammar teaching. This method often breaks down complex grammatical concepts into manageable units, providing ample examples and allowing discovery in context. This structured approach can make grammar rules more accessible and comprehensible to learners.

In summary, the findings for the ease of understanding grammar rules strongly support H1, indicating that text-based grammar teaching method significantly contributes to a more comfortable comprehension of grammar rules among English language learners.

8.2.2 Improvement in Grammar Accuracy

The analysis of responses regarding the impact of text-based grammar teaching on grammar accuracy yields a highly positive outcome. A substantial 94% of respondents agreed that their grammar accuracy improved after taking text-based grammar classes. Only 4% indicated no improvement, and a minor 2% neither agreed nor disagreed.

This high level of agreement provides strong support for H1, indicating that text-based grammar teaching method significantly enhances grammar accuracy among Chinese learners of English. Effective communication in any language relies heavily on the correct application of grammar rules, making this improvement particularly valuable.

The low standard deviation of 0.339 further underscores the consensus among respondents. This low variability suggests that the improvement in grammar accuracy is a common and consistent outcome among students who have undergone this type of instruction.

One potential explanation for this success may be that ESL learners are provided with a lot of scaffolding support that helps them better understand grammar rules well. Furthermore, the analysis of the meaning, form, and use of grammar rules after being exposed to the target language in the authentic material is also a key step that contributes to the success of this teaching method. By providing learners with a clear understanding of the rules and structures of English grammar, this method equips them with the tools necessary to communicate accurately and effectively.

In summary, the findings for the improvement in grammar accuracy strongly support H1, indicating that text-based grammar teaching method significantly enhances grammar accuracy among English language learners in China.

Table 3: Improvement in Grammar Accuracy.

		Easier to understand grammar rules (1)agree (2)disagree (3)Neither agree nor disagree	Improvement in grammar accuracy: (1)agree (2)disagree (3)Neither agree nor disagree
N	Valid	100	100
	Missing	0	0
Mean		1.07	1.08
Std. Deviation		.355	.339

8.2.3 Overall Analysis and Answer to Research Question 2

In conclusion, the detailed analysis of the findings from this study provides substantial evidence in support of the research hypothesis (H1) that text-based grammar teaching method has a positive and significant impact on the grammar accuracy and ease of understanding grammar rules among English language learners in China.

These results are in line with the fundamental goals of grammar instruction, which aim to provide learners with

the knowledge and skills necessary to use language accurately and effectively. The findings suggest that text-based grammar teaching method effectively fulfils this role, helping learners understand grammar rules more easily and improving their grammar accuracy.

The high levels of agreement among respondents and the low standard deviations in both areas of analysis indicate a high level of consensus and consistency in the outcomes of text-based grammar teaching method. This consistency adds credibility to the findings and suggests that the improvements in grammar accuracy and understanding grammar rules are common outcomes for students who have undergone this type of instruction.

In conclusion, based on the comprehensive analysis of the findings, it can be reasonably concluded that text-based grammar teaching method has a positive and statistically significant impact on the grammar accuracy and ease of understanding grammar rules among English language learners in China, thus supporting H1. This method appears to be effective in achieving the desired outcomes of grammar instruction and can be considered a valuable component of language education.

Further research could explore the specific strategies and approaches within text-based grammar teaching method that contribute to these positive outcomes, as well as potential variations in effectiveness based on learners' proficiency levels and backgrounds. This would help educators refine their instructional practices and tailor them to the diverse needs of English language learners.

9. Conclusion

This research paper set out to investigate the effectiveness of text-based grammar teaching method in enhancing language proficiency and grammar accuracy among English language learners in China. Through a quantitative research method, including a survey of 100 respondents, this study addressed two main research questions:

Research Question 1: Does text-based grammar teaching method improve language proficiency, in terms of writing, speaking, reading, and listening, of English language learners in China?

Research Question 2: Does text-based grammar teaching method improve grammar accuracy of English language learners in China?

9.1 Research Question 1 Summary and Conclusion

The findings of this study, based on an extensive analysis, strongly support the hypothesis (H1) that text-based grammar teaching method has a positive and significant impact on the language proficiency of English language learners in China. This impact was most evident in writing and reading skills, with 90% and 93% of respondents respectively reporting improvements. While the impact on speaking and listening skills was more variable, with 73% and 76% of respondents acknowledging improvements, the study suggests that a tailored approach incorporating more speaking practice and listening activities may yield more consistent results.

These findings underscore the potential of text-based grammar teaching method as a valuable tool in language

education, particularly in developing writing and reading proficiency. However, it also highlights the importance of addressing individual differences and the need for more balanced instruction to improve speaking and listening skills.

9.2 Research Question 2 Summary and Conclusion

The analysis of responses regarding grammar accuracy reveals a highly positive outcome, strongly supporting H1. An impressive 94% of respondents reported an improvement in their grammar accuracy after taking text-based grammar classes, highlighting the effectiveness of this method in enhancing grammatical proficiency. The findings indicate that text-based grammar teaching method, with its structured approach, significantly contributes to improving learners' grammar accuracy.

Furthermore, the ease of understanding grammar rules was also positively impacted, with 96% of respondents finding text-based grammar teaching helped them grasp grammar rules more easily. This aligns with the fundamental goals of grammar instruction and highlights the method's ability to make grammar rules more accessible to learners.

In conclusion, based on the comprehensive analysis of the findings, it can be reasonably concluded that text-based grammar teaching method has a positive and statistically significant impact on both grammar accuracy and the ease of understanding grammar rules among English language learners in China, thus strongly supporting H1. This method proves to be effective in achieving the desired outcomes of grammar instruction and should be considered a valuable component of language education. Future research could explore specific strategies within text-based grammar teaching method that contribute to these outcomes and consider variations in effectiveness based on learners' proficiency levels and backgrounds, further refining instructional practices to cater to the diverse needs of English language learners.

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