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Original Article

Challenges in Teaching English Grammar in Multilingual Classrooms: Insights from Some Junior High School Teachers in Rural Ghanaian Communities

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ABSTRACT: *Despite the critical role of grammar instruction in language learning, teachers in Ghanaian junior high schools in rural multilingual communities continue to encounter significant challenges in teaching grammar effectively. This study, grounded in Krashen's Input Hypothesis Model [14], critically examines the difficulties teachers face in grammar instruction. Employing a qualitative approach and a case study design, the research purposively sampled sixteen (16) English language teachers from some junior high schools in Krachi East Municipality. Semi-structured interviews and classroom observations were used for data collection, with thematic analysis guiding the interpretation of findings. The study reveals that inadequate resources, limited professional development opportunities, and contextual constraints hinder effective grammar instruction in rural communities. The findings underscore the urgent need for targeted interventions, including teacher training workshops, resource provision, and the integration of digital tools to mitigate these challenges and enhance grammar teaching in rural Ghanaian junior high schools.*

KEYWORDS: *Teaching English, English Grammar, Multilingual, Classroom, Instruction, Language, Teachers.*

1. INTRODUCTION

English grammar instruction in Ghanaian junior high schools faces layered challenges [1], [5]. Many teachers in this domain often find it difficult to present grammar in ways that connect with learners' experiences. In effect, abstract rules remain distant from students' everyday language use. Although effective strategies exist, their use in classrooms appears limited [1]. Conditions within schools deepen this problem, as large class sizes reduce interaction, whilst limited teaching materials restrict creativity [6], [23]. Learners enter classrooms with different levels of proficiency, which complicates instruction. In many cases, teacher-centered approaches dominate, leaving little space for learners to apply grammar in meaningful communication [16]. These conditions not only affect teaching; they shape what counts as learning in the classroom.

Reports from examinations such as the Basic Education Certificate Examination continue to show weak grammar performance among students in rural areas [20]. Teachers, in turn, work within systems marked by limited resources and few opportunities for professional development [1], [5], [17]. Despite attempts made to investigate the everyday realities of lower secondary teachers in Ghana especially in rural contexts with multilingual classrooms, such issues continue to be relevant and warrant academic inquiry.

This study examines these facts closely. This article examines the experiences of teachers who teach English grammar to junior high school students in rural multilingual communities in Ghana. The goal is straightforward; it aims to recognize these barriers and determine how they influence practice in the classroom. The research is based on a single, guiding query: what issues do teachers at junior high schools encounter while teaching English grammar? The potential of the study to add to the existing body of work in grammar pedagogy is that it will help develop ways of teaching, training, and curriculum decisions when these remain.

2. LITERATURE REVIEW

This section reviews related literature on English grammar instruction in a multilingual context. It examines empirical studies, conceptual issues, and theoretical perspectives that are linked to English grammar teaching. The review also provides background for understanding challenges associated with English grammar instruction in multilingual Ghanaian classrooms.

2.1. THEORETICAL REVIEW

This study is anchored on Krashen's Input Hypothesis Model, as developed by Stephen [14], which argues that language acquisition develops through meaningful and comprehensible input. The model maintains that learners acquire language when they are exposed to input slightly above their present level of competence, often described as "i+1" [14]. The theory rejects the view that grammar mastery develops mainly through memorization and repetitive drills. Instead, it stresses meaningful

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exposure, interaction, and gradual understanding within natural communication contexts. In multilingual classrooms, where learners come from different linguistic backgrounds, this model provides a useful explanation for difficulties associated with grammar teaching and learning.

Krashen's model rests on several related assumptions. The first is the Input Hypothesis itself, which holds that learners progress when teachers provide understandable language slightly beyond learners' current ability. The second is the Acquisition-Learning distinction. Reference [14] argues that language acquisition differs from conscious language learning. Acquisition develops subconsciously through communication, while learning focuses on explicit grammatical knowledge. The third is the Affective Filter Hypothesis. This principle explains that anxiety, fear, and low motivation can block language acquisition. Rural multilingual classrooms often reflect such conditions, especially where learners struggle with English proficiency and limited classroom participation. The fourth is the Natural Order Hypothesis, which proposes that grammatical structures are acquired gradually rather than through forced sequencing. These assumptions challenge rigid grammar teaching methods that depend heavily on correction, memorization, and examination preparation.

This framework is very relevant to this study. Traditional English grammar instruction in rural schools of Ghana heavily relies on teacher-centered approaches, abstract description, and mechanical drills [16]. These practices may contribute to a lack of substantive input and create fewer chances for learners to use English naturally. This model gives some insight into why so many learners continue to have trouble even learning grammar after being explicitly taught. Another aspect that particularly explains why this justifies the challenges experienced by teachers in multilingual classrooms relates to learners' different levels of English language proficiency and exposure. This aspect of the framework bolsters the claim that grammar teaching should shift from a focus on explicating rules to an engagement in communicative activities and accessible input.

As such, the input hypothesis of Krashen is an ideal framework for analyzing problems with grammar instruction in public junior high schools across our rural area in Ghana. It assists this study in investigating the nature of personal grammar teaching and how classroom context, pedagogy, and student diversity influence their grammar education experiences. It also allows us to analyze the ways in which constrained resources, exam pressure, and multilingual realities impact teachers' English grammar classrooms.

2.2. EMPIRICAL REVIEW

This section reviews empirical studies on the challenges associated with English grammar instruction across multilingual and second language classrooms. The review highlights classroom, institutional, and pedagogical difficulties that shape grammar teaching practices. It also identifies methodological and contextual gaps within existing scholarship, which justify the need for the present study on rural Ghanaian junior high schools. Reference [5] investigated problems associated with teaching and learning English grammar at Aduman Senior High School in Ghana. The study aimed to identify instructional barriers affecting grammar teaching and learners' performance. The case study highlighted that students had difficulties with using the correct tense, structures, and grammatical agreement in their written work. Lack of teaching materials and poor motivation of learners were challenges that teachers also faced. The research also found that grammar lessons were heavily reliant on teacher explanation and note-taking tasks. While the study offers valuable information regarding grammar challenges in Ghanaian classrooms, it was restricted to senior high school learners with no reflections on rural junior high school multilingual contexts. The study was silent on the role of language diversity within classrooms on grammar instruction. Consequently, there is a void for research studies exploring the challenges associated with teaching grammar in multilingual junior high school classrooms of rural Ghanaian communities.

Similarly, [1] investigated in-depth strategies ESL teachers employ in teaching English grammar in some selected junior high school classrooms in rural Ghana. It aimed to investigate the classroom practices of grammar instruction and the rationale for those practices. A qualitative design was employed by the researchers, who concluded that teachers depended primarily on repetition, explanation, translation, and drilling. These included large class sizes, a lack of appropriate teaching resources, and diversity in the language spoken by learners. The research also revealed that teachers had difficulty in weighing the balance between communicative teaching and exam preparation. While the research contains some rich data from classrooms in rural Ghana, it focuses on teaching methods instead of teachers' struggles. As such, the study also paves the way for further exploration of accounts of teachers' experiences teaching grammar in multilingual contexts.

Again [10] studied English grammar teaching among Form Two learners of Kwashieman 2 Basic School in Accra. The study used classroom mathematics and English grammar-based lessons, and part of this activity was to chart learner responses. Many of the learners reported that they had trouble speaking with grammatical forms in communication tasks. In addition, teachers mostly relied on textbook applications and teacher-centered explanations. The study highlighted that learners were more passive during grammar teaching compared to lessons in the Language classroom because the instrumentation focused on correctness instead of interaction. Although the research is of value in building knowledge of basic school grammar teaching, it is limited to an urban context and does not reflect multilingual classroom realities. Rural instructional conditions and language diversity, therefore, remain insufficiently explored.

Moreover, [3] also investigated challenges associated with learning English grammar in a rural Nigerian community. The study aimed to identify learner difficulties and environmental factors affecting grammar acquisition. The findings revealed that poor English exposure, inadequate instructional materials, and weak language foundations limited grammar learning. Teachers also struggled with overcrowded classrooms and low learner participation. The study argued that rural multilingual environments often weaken sustained English interaction. Although the Nigerian context differs from Ghana, the study presents concerns similar to those observed in many rural African classrooms. The research, however, focused more on learners' difficulties than teachers' classroom experiences. This creates a need for teacher-centered inquiry within multilingual Ghanaian settings.

Additionally, [9] conducted a comparative study on experienced and inexperienced Turkish EFL teachers' beliefs about grammar teaching at the secondary school level. The study examined how teachers' instructional beliefs influenced grammar pedagogy. Findings revealed that experienced teachers preferred communicative grammar approaches, while inexperienced teachers relied more on rule explanation and direct correction. The study also found that institutional examination demands shaped classroom practice despite teachers' stated beliefs. The research contributes strongly to discussions on belief-practice tensions in grammar teaching. Yet, the study focused on secondary schools in Turkey and did not address multilingual rural classrooms common within African contexts. The sociolinguistic conditions of Ghanaian junior high schools, therefore, remain underrepresented.

[4] examined the impact of class size on English language teaching and learning at Abdelhamid Ibn Badis University. The study aimed to determine how overcrowded classrooms affect teaching quality and learner participation. Findings showed that large classes reduced interaction, weakened classroom management, and limited feedback opportunities. Teachers struggled to monitor learners' progress during language activities. The study further reported that overcrowding discouraged communicative teaching methods. Although the study focused on university education, its findings remain relevant to grammar instruction in rural Ghanaian schools, where class size affects participation and feedback. The study, however, did not focus specifically on grammar instruction or multilingual learners.

[15] explored challenges lecturers face in teaching grammar at the university level. The study investigated instructional, learner, and institutional barriers affecting grammar lessons. Findings revealed that learners viewed grammar as difficult and abstract, while teachers struggled with low participation and limited classroom engagement. The researchers also found that instructional time constrained meaningful grammar practice. The study contributes to discussions on the complexity of grammar teaching. Still, its university focus limits transferability to multilingual junior high school classrooms. Younger learners in rural Ghanaian schools experience different instructional realities requiring separate investigation.

[12] also examined challenges and opportunities associated with English grammar acquisition through distance learning at the tertiary level. The study found that limited interaction reduced learners' confidence and weakened grammar practice. Teachers also struggled to provide immediate feedback during online lessons. The researchers argued that grammar learning improves when learners actively engage with language input and classroom support. Although the study focused on online tertiary instruction, its emphasis on interaction and feedback remains useful for grammar classrooms. The study nonetheless excluded multilingual rural settings and face-to-face junior high school instruction.

Finally, [13] investigated the impact of different teaching strategies on grammar instruction among college students. The study compared instructional methods used during grammar teaching and examined their effects on learner performance. Findings revealed that interactive strategies improved learner participation and grammar understanding more effectively than lecture-based instruction. The study also showed that communicative approaches encouraged active language use during lessons. Despite these findings, many teachers continued relying on traditional explanation methods because of curriculum pressure and time limitations. The study highlights tensions between communicative ideals and classroom realities. Yet, its focus on college learners leaves a gap regarding junior high school grammar instruction within multilingual rural Ghanaian classrooms.

3. METHODOLOGY

The study adopted a qualitative research approach to explore the challenges that teachers face in English grammar instruction in multilingual rural Ghanaian junior high school classrooms [8]. This approach enabled the study to move beyond surface-level descriptions, offering instead a deep exploration of how these strategies are shaped. This, in turn, shapes the educational experiences of both teachers and students within this specific socio-cultural context. The qualitative method provided a framework for understanding the lived realities of the teachers, capturing the subtleties of their instructional practices.

The researchers employed a case study design to examine the specific challenges that teachers face in their grammar instructions in rural multilingual classrooms [7]. In the context of this study, the insights gained are expected to contribute meaningfully to the enhancement of English grammar teaching and learning practices within multilingual settings. Thus, the selection of a case study design was not only methodologically sound but also strategically aligned with the study's broader goal of informing and improving educational practice.

The study focused on sixteen (16) English language teachers from some junior high schools in the Krachi East Municipality of the Oti region of Ghana. It recognizes the pivotal role of grammar instruction at the junior high school level and the persistent challenges teachers face in delivering effective grammar lessons [11]. The researchers used purposive sampling to select the sixteen (16) English language teachers from some public junior high schools based on their direct involvement in grammar instruction. Despite unforeseen challenges such as participant withdrawals and accessibility issues, the researchers adapted to ensure methodological rigor.

The data collection instruments were a semi-structured interview guide and an observation checklist. The data was analyzed using the [19] coding manual, where in vivo codes were generated from the data. Similar in vivo codes were then merged together to form pattern codes. Then, similar pattern codes were also merged together to develop themes.

4. RESULTS AND DISCUSSION

This section provides a detailed analysis and discussion of the challenges faced by Ghanaian junior high school teachers in English grammar instruction in rural multilingual communities.

4.1. RESULTS

This section presents the results from the data, which include interviews and classroom observation.

TABLE 1 How codes are used to generate themes

Excerpts from interview transcripts	In vivo codes	Pattern codes	Themes
"Without textbooks, it is difficult to provide students with enough practice materials"*(P002)* "The lack of resources means we have to be very creative in how we teach" *(P005)* "The scarcity of textbooks and teaching aids forces me to be creative"*(P008)* "We do not have access to ICT tools or electricity"(*P001)* Occasionally, I use my personal mobile phone to show educational videos or access online resources"(*P010)* "The main challenges include a lack of resources, inadequate infrastructure, and varying levels of student motivation and understanding"*(P007)*	*"Scarcity of textbooks" "lack of resources" "scarcity of teaching aids," "access to ICT tools," "access to electricity," "use my personal mobile phone," "access online resources." inadequate infrastructure*	Resource limitation	Non-Instructional Challenges
"Teaching without a proper classroom and in an environment with no tables and chairs for students makes it hard to maintain focus and discipline"*(P001)* "The absence of a proper school building and the use of a tent as create classroom distractions"*(P005)* "There is no proper classroom block or infrastructure"*(P006) "*We have no tables and chairs for students, which makes it difficult for them to concentrate"*(P005)* "The lack of a good school building affects the learning environment"*(P010)*	*"no tables and chairs" "proper classroom" "proper school building" "create classroom distractions." "proper classroom block" "proper infrastructure" "no tables and chairs" "good school building"*	Infrastructural deficiencies	
"Some students find grammar tedious or difficult, which affects their engagement and enthusiasm"*(P016)* "I adapt my lessons to meet the different levels of student ability"*(P011)* "Many students struggle with basic reading, which makes understanding grammar more challenging"*(P009)* "Students' attitudes towards learning grammar can impact their engagement"*(P002)* "Students' lack of enthusiasm affects their motivation to learn grammar"*(P004)*	*"grammar tedious or difficult" "engagement and enthusiasm." "Adapt my lessons" "to different levels of student ability." "students struggle with basic reading," "attitudes towards learning grammar," "lack of enthusiasm"*	Student engagement issues	Instructional challenges

I consider the students' understanding levels and the resources available to decide which strategies to use"*(P003).* "Interactive methods like group discussions and role-playing are particularly effective"*(P013).* "I often make my own materials or use everyday items as teaching aids"*(P008).* "We use sentence construction exercises and storytelling sessions to reinforce grammar rules"(P011)	*"students' understanding levels and the resources available" "Interactive methods" "make my own materials" "sentence construction exercises" "Group work and peer teaching"*	Teaching strategy constraints	
"Teaching in a tent as a classroom creates many distractions and makes it hard to maintain focus"*(P001).* "The lack of proper infrastructure creates a poor learning environment"*(P005).* "The makeshift classroom setup makes it difficult to keep students focused"*(P011)*	*"many distractions," "Maintaining discipline," "lack of proper infrastructure"*	Classroom management difficulties	

Table 1 above illustrates how codes were generated from interview transcripts to identify and construct themes that address the research question, which sought to explore the challenges teachers face in teaching English grammar in junior high schools in rural multilingual Ghanaian communities. The table traces the analytical process from in vivo codes, teachers' own words, to pattern codes, and finally to overarching themes. This process was essential in ensuring that participants' voices remained visible throughout the analysis and that the identified themes were firmly grounded in empirical evidence. The analysis of the table reveals two main themes: non-instructional challenges and Instructional challenges. The first theme, non-instructional challenges, emerged mainly from teachers' accounts of resource scarcity and limited access to teaching and learning materials. From the data, teachers repeatedly mentioned the lack of textbooks, teaching aids, and ICT tools, as well as the absence of electricity, which hindered their ability to provide adequate grammar practice and digital support. These challenges significantly constrained teachers' instructional creativity and reduced opportunities for varied grammar exercises. The findings suggest that resource inadequacy restricts the implementation of interactive and scaffolded grammar teaching strategies. From the perspective of Krashen's Input Hypothesis Model [14], the lack of essential instructional tools limits the teacher's ability to give learners comprehensible input, thereby impeding learners' movement from dependent to independent mastery of grammatical concepts.

The second theme, Instructional challenges, reflects the difficulties teachers face in engaging learners who find grammar uninteresting, difficult, or abstract. From the interview data, teachers reported that students often lacked enthusiasm and struggled with foundational reading and comprehension skills, which affected their participation and understanding of grammar lessons. Some teachers indicated the need to adapt lessons to accommodate students' varying ability levels. These responses suggest that learners' low motivation and weak literacy foundations hinder their ability to actively engage in scaffolded grammar learning activities, which increases their anxiety and overcorrection by teachers. In relation to Krashen's Input Hypothesis Model [14], it hinders learners' meaning inputs.

TABLE 2 Observation data from the participants

CRITERION	**OBSERVATION**	
Challenges in teaching English grammar	**Yes**	No
Presence of student disengagement	There was noticeable learners' disengagement in the grammar lessons of all the participants except *P003.*	No observed disengagement in the class of participant *P003* during their grammar lesson
Resource constraints affecting teaching	All the participants had to always write everything on the board, which distracted the flow of their lessons.	
Students are showing difficulty in understanding grammar	Some learners in every participant's class had difficulties in understanding grammar concepts during the lessons.	
Challenges in	Some of the learners in every	

applying grammar concepts	grammar lesson of all the participants had challenges in applying grammatical concepts in real-life contexts.	
The teacher effectively identifies and addresses challenges	Nine participants used examples to explain the concept to learners, whilst two participants allowed some learners to explain concepts to their colleagues.	
Effective classroom management strategies are in place	All teachers ensured that learners do not make noise, and also learners should seek permission whenever they want to say something while the teacher is teaching.	
Minimal disruptions during the lesson	All the learners talked when the teachers were busily writing on the board.	
Classroom environment conducive to learning	Participants *P002*, *P003*, *P004*, *P007*, *P008*, *P009*, and *P011* had well-ventilated classrooms that are fully furnished and conducive to learning.	Participants *P001*, *P0015*, *P006*, and *P013* did not have well-furnished and well-ventilated classrooms conducive to learning. The learners sat under tents with an open space where they could see everything that happened outside the classrooms. Some even had to carry a chair from their various homes to school.
Students follow classroom rules and procedures.	Students comported themselves throughout the lessons. They also sought permission where necessary.	

Table 2 above presents data obtained from classroom observations conducted to complement the interview findings. The observation checklist was designed based on themes that emerged from the interview data, specifically resource constraints, learner engagement, classroom management, and environmental conditions. Each criterion was systematically observed during grammar lessons to validate or contrast the self-reported challenges teachers described during interviews.

The labels “Yes” and “No” in the table denote the presence or absence of the particular observation across participants. “Yes” indicates that the observed challenge or phenomenon occurred in one or more of the classes, whereas “No” indicates that it was not observed during the session. For instance, where “Yes” appears under “Presence of student disengagement,” it means that disengagement was evident among learners during grammar lessons; conversely, “No” implies that learners were attentive and actively involved in the lesson.

The observation criteria themselves were derived deductively from the interview-generated themes as displayed in Table 4.1 and refined inductively during classroom visits. They were aligned with the study’s theoretical framework, the Input Hypothesis Model, to determine how external and contextual factors influenced teachers’ ability to scaffold learners’ grammar development. Thus, the observation checklist served as both a validation and an extension of the interview data.

Analysis of the table reveals that student disengagement was prevalent in most observed classrooms except for that of Participant P003, where learners appeared motivated and involved throughout the lesson. This finding corroborates the interview data, which identified student engagement issues as a major instructional challenge. The consistent disengagement in other classes suggests limited scaffolding practices, as teachers may have struggled to sustain learner interaction and participation in the co-construction of grammatical knowledge. From the input hypothesis standpoint, learners who are less exposed to input slightly above their present level of competence are hindered in their ability to internalize grammatical forms. Similarly, resource constraints were a universal observation across all participants. Teachers relied heavily on the chalkboard for explanations and exercises due to the absence of textbooks, teaching aids, or ICT tools. This constant reliance disrupted lesson flow and limited the variety of instructional strategies that could be employed. In essence, the resource scarcity observed directly hindered teachers’ ability to provide differentiated and scaffolded support, leaving learners with fewer opportunities for hands-on or contextual grammar practice.

Observation data also showed that students in all classes encountered difficulties in understanding and applying grammar concepts, confirming the interview reports that learners often found grammar abstract and disconnected from real-life use. Teachers attempted to mitigate this through examples and peer explanations, but such scaffolding efforts were inconsistent and largely dependent on teacher creativity. Nine participants employed explanatory examples, while two encouraged peer teaching, demonstrating some awareness of scaffolding principles, though implementation varied.

Regarding classroom management, all teachers maintained a structured environment, ensuring that students sought permission before speaking and remained generally well-behaved. However, noise and disruptions occurred whenever teachers turned to write on the board, an indication that sustained learner attention was fragile, especially in resource-poor and overcrowded settings. These findings reinforce the earlier theme of classroom management difficulties identified in Table 1.

4.2. DISCUSSION OF FINDINGS

The challenges that teachers face in English grammar teaching in areas that have limited resources can be rooted in both infrastructural and pedagogical limitations. Those challenges can be categorized into instructional and non-instructional. Resource and infrastructure constraints are non-instructional challenges, whilst teaching and engagement challenges are instructional challenges.

4.2.1. INSTRUCTIONAL CHALLENGES

This section discusses key instructional challenges teachers face in grammar teaching, including student engagement, resource limitations, and inadequate classroom infrastructure. Findings from the study revealed that the first instructional challenge that junior high school teachers face in grammar teaching is the student engagement challenge. Engaging learners in a grammar lesson is practically challenging when learners find the subject very difficult. The extracts “grammar tedious or difficult” and “lack of enthusiasm” from the in vivo codes highlight the common sentiments among teachers in these areas. This negatively impacts learners’ motivation to learn, as one of the participants with code ***P016*** recounted, "Some students find grammar tedious or difficult, which affects their engagement and enthusiasm". Data analyzed from observation revealed that there were instances of students’ disengagement during the lesson; all the learners were making noise whenever their teachers were busily writing on the board. Teachers in such schools had to write everything they were teaching on the board since learners did not have textbooks, which could serve as reference materials for them. This supports the findings of [15], which argue that without adequate resources, maintaining learners’ interest and enthusiasm in grammar lessons is increasingly difficult

The study also revealed that teachers in rural communities adapt their lessons to cater to different levels of learner ability to enable them to address such challenges. The statement from participant with code ***P011,*** "I adapt my lessons to meet the different levels of student ability," reflects a necessary but resource-intensive strategy to ensure that all learners can engage with the material. This supports the findings of [9] as it discusses how inexperienced teachers may struggle in teaching grammar. The need for different teaching strategies is highlighted. The importance of training and support for teachers, which is often missing in rural communities in Ghana. These areas have been seen to have limited resources.

The study also found that constraints on teaching strategies due to limited resources and varying levels of learner understanding are substantial. The study revealed that teachers sometimes rely on their own materials to supplement their teaching. The excerpts “make my own materials” and “consider the students’ understanding levels” from the from the data reflect the adaptive strategies that teachers employ to overcome these challenges. Participant with code ***P008*** highlighted, "I often make my own materials or use everyday items as teaching aids". Data from observation revealed that some teachers made their own teaching and learning materials to help their learners visualize the grammatical concepts taught. The data also indicated that some other teachers used some of their learners to demonstrate as a way of explaining concepts during the lesson. This is in support of the findings [21], which emphasizes the importance of integrating communicative activities into grammar instruction, a strategy that requires creativity and resourcefulness in resource-limited areas.

The findings also revealed that classroom management is naturally tough, especially in environments with many distractions and inadequate infrastructure. The excerpts “many distractions” and “makeshift classroom setup” from the data highlight the difficulties that teachers face in maintaining discipline and focus in the classroom. A participant with the code ***P013*** lamented, “The absence of a proper school building and the use of a tent as a classroom distraction”. Data from observation revealed that students in schools that do not have a building were often distracted by noise from people who are not part of the school (passers-by). The inadequate support and resources contribute to these challenges [1]. In the case of rural Ghanaian communities, the study revealed that the lack of a proper classroom block or infrastructure worsens these issues by making it difficult for teachers to create a structured and supportive learning environment. This is in contrast to [22] principle of scaffolding, which emphasizes the importance of a stable and supportive environment for effective learning. In the absence of proper infrastructure, teachers in the area may struggle to provide the necessary scaffolding to support learners’ learning. This could lead to increased distraction and decreased engagement. This situation raises the need for targeted interventions to improve the physical learning environment and to also provide teachers with the resources and support they need to manage their classrooms effectively.

4.2.2. NON-INSTRUCTIONAL CHALLENGES

This section discusses non-instructional challenges such as resource scarcity, poor infrastructure, and limited administrative support affecting grammar teaching effectiveness. The study revealed that resource limitation was one of the non-instructional challenges that hinder grammar teachers in rural Ghanaian communities. Data indicated that the scarcity of textbooks, teaching aids, and ICT tools was a common challenge that severely obstructed the teaching of English grammar in that area. This aligns with the findings of [15], which argue that a lack of resources makes teaching much harder, forcing teachers to be very creative in their teaching. The "scarcity of textbooks" and "lack of resources" identified in the data revealed the daily struggles teachers in this area face. This highlights the need for creative ways to make up for these shortages. Participant ***P007*** noted, "The main challenges include a lack of resources, inadequate infrastructure, and varying levels of student motivation and understanding". Data from observation indicated that most of the teachers do not have access to teaching and learning resources, such as textbooks for teachers and learners, and online resources for learning grammatical concepts in class, among others. None of the teachers used any ICT tools in their grammar lessons that we observed. This was a result of the lack of such materials for their use. This evidence corresponds with that of [2], who emphasize that understanding these challenges is important for developing contextually relevant teaching strategies.

Findings revealed that both teachers and learners in the area have inadequate English grammar teaching and learning materials. Without textbooks and proper teaching aids, teachers in rural communities had to use their own resources (such as mobile phones) to find online materials and show educational videos in order to facilitate grammar instruction. This situation reflects the findings of [18], which highlight the technological challenges in integrating digital tools into grammar teaching. The limited access to technological tools and electricity further worsens the problem, as it prevents teachers from utilizing modern educational resources that could enhance grammar instruction. This is in line with [22] belief that learning is a social process that is significantly affected by cultural artifacts. In this case, the absence of resources significantly constrains the scaffolding that teachers can provide to support their learners.

The study revealed that limited support from school administration and minimal opportunities for personal development were significant obstacles for English language teachers who taught grammar. For instance, the snippets "limited resources" and "support from school administration" from the data highlight the systemic issues that affect effective teaching of grammar in these communities. Participant ***P001*** noted, "The support from the school administration is minimal due to limited resources"**.** Data from observations revealed that none of the eleven schools had prescribed English-language textbooks for their learners. The data also indicated that some schools lack school buildings, electricity, or tables and chairs for their learners. This supports the findings of [17], as it highlights the emotional stress and burnout that teachers experience in these challenging environments, which is worsened by the lack of administrative support and professional development opportunities. This stress can lead to decreased motivation and effectiveness on the part of learners, which further impacts their learning experiences.

Findings revealed that, without sufficient support from the school administration, junior high school teachers in rural Ghanaian communities struggle to implement innovative teaching strategies and maintain high levels of instructional quality in grammar. This lack of support may also hinder teachers' participation in professional development programs that could enhance their teaching skills and improve their learners' learning outcomes.

The study also revealed that the absence of proper classrooms, tables, and chairs created an environment that was not conducive to learning. Findings indicated that teachers in improvised classrooms, such as tents, create many distractions, making it difficult to keep students. Instances such as "no tables and chairs" and "proper school building" from the data show the adverse effects of infrastructure problems on the teaching and learning process in the area. One of the participants with code P010 highlighted, "The lack of a good school building affects the learning environment". The absence of this infrastructure was noticed by the researchers during their observation of teachers' grammar lessons. Data from observation revealed that seven (7) of the schools that were involved in the study do not have classroom blocks. The data also indicated that three other schools lacked furniture; some of the students had to carry tables and chairs from their various homes so that they could sit on them. This aligns with the findings of [4], which revealed how the physical environment significantly affects learners' ability to focus and engage with their lessons. This is also reflected in the teacher's challenges to foster a productive learning atmosphere under these conditions.

These problems directly affected teachers' ability to implement effective teaching strategies. The hypothesis emphasizes the importance of providing learners with the necessary support to achieve higher levels of understanding. However, in an environment lacking basic infrastructure, the ability to provide such support was severely affected. English language teachers in these rural communities were forced to put in extra effort to manage classrooms and maintain student engagement, which distracted them from their primary instructional responsibilities.

The discussion of the findings revealed that junior high school English language teachers in rural communities in Ghana face significant challenges in teaching English grammar. These challenges prevailed as a result of resource limitations, infrastructural deficiencies, and inadequate administrative support. These constraints hindered effective teaching and learner

engagement. This highlights the need for targeted interventions to improve both material resources and classroom environments.

5. CONCLUSION

This research has comprehensively explored the challenges that teachers face in teaching English grammar at junior high schools in rural Ghanaian communities. Teachers face significant challenges, including a lack of essential materials such as textbooks and ICT tools, inadequate infrastructure, and limited administrative support. These constraints necessitate reliance on traditional resource-light strategies and innovative personal strategies. When these challenges are addressed, there is potential for significant improvement in the teaching and learning of English grammar in resource-constrained environments.

CONFLICTS OF INTEREST

The researchers declare that there are no financial, personal, institutional, or professional relationships that could create a conflict of interest regarding this study. The researchers further confirm that no external organization, sponsor, or individual influenced the research process, data collection, interpretation of findings, or conclusions presented in this work. The views and findings expressed in this study remain solely those of the researchers.

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