

Second language (L2) teachers are on a mission to develop learners' communicative competence in the target language. Teaching L2 grammar is a major component of this mission (Canale & Swain, 1980), which highlights the importance of devising an optimal L2 grammar teaching approach. Scholars have discussed numerous approaches to teaching L2 grammar, ranging from the traditional Presentation-Practice-Production through discovery-based to communicatively oriented approaches (see Tomlinson & Masuhara, 2018, pp. 192-201). While this wealth of knowledge can assist L2 professionals who work for both secular and faith-based schools, Christian teachers may need additional guidance. Many Christian L2 teachers seek to incorporate biblical material into their classes to make them more relevant, educational, and/or evangelistic, in accordance with the mission of an institution they work at. Therefore, the Christian L2 teaching community would benefit from a scholarly discussion as to how L2 grammar teaching approaches compare in terms of their effectiveness for maximizing the learners' communicative competence and conduciveness to incorporating biblical material. The proposed project used these two criteria to analyze the contemporary L2 grammar teaching approaches and provide pedagogical recommendations for L2 teachers employed by faith-based Christian institutions of higher education. Based on the findings of this exploratory study, L2 teachers who are Christians may want to consider adopting a text-driven approach to grammar instruction in their classes for several reasons. First, it puts a biblical text at the center of the lesson and encourages students to engage with it meaningfully without being distracted by the technicalities of the language itself. Second, it balances this focus on meaning with focus on form as the latter appears in a proper place (i.e., after the initial, holistic experience with the text), in a well-executed manner (i.e., it feels like their own discovery), and in an appropriate amount accompanied by scaffolding from the teacher. Due to these theory-informed affordances,

text-driven grammar instruction is recommended as a viable approach to teaching grammar with the Bible.

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