

### ON THE MATTER OF CLT IN TEACHING GRAMMAR

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All over of the world, English language teaching methods have shifted from a focus on formal grammar rules to a more communicative approach, emphasizing the practical use of grammar in context. Surprisingly, some countries are now moving towards a more explicit teaching of English grammar with a greater emphasis on its structure. Although this change is primarily aimed at promoting communicative English usage, the underlying principles could easily apply to other educational settings. [1].

Different levels of change, such as materials, teaching approaches, and beliefs, can impact the transformation of English language teaching. For instance, changes may occur in prescribed textbooks and syllabi, teaching methodologies, and the acceptance of new educational philosophies. Comprehensive change involves all these levels working in harmony, but achieving this can be challenging. Efforts to drive change across these levels are integrated into grammar teaching courses. Teachers are encouraged to critically evaluate various teaching materials and activities and are guided in implementing new methodologies through practical exercises. [2].

Additionally, they delve into research and theories surrounding grammar teaching to gain a deeper understanding of the learning process. Throughout this process, personal experiences are shared and evaluated to influence both beliefs and understanding. It is essential for educators to not only embrace external changes but also comprehend the underlying principles driving these changes. Merely adopting new goals and materials without genuine understanding may not lead to substantial improvement in teaching practices. Thus, change needs to be embraced fully, spanning materials, approaches, understanding, and beliefs, ultimately impacting teachers' professional identity and confidence. To facilitate the transition, teachers can engage in communicative exercises themselves and then discuss their effectiveness and potential adaptations within their local context.

This hands-on approach, guided by teacher educators or autonomously by teacher groups, offers a genuine understanding of the implications of change.[5].

Questions to ask after doing communicative exercises:

*What did I like about this / what worked?*

*What did I not like / what didn't work?*



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*Where is the focus on meaning? Is it clear? Is there enough help to understand the meaning? (i.e. the meaning may be explained in English, but it should also be clear from the context, or from pictures, or from actions.) How can we check students have understood the meaning?*

*Where is the focus on use in context? Is it clear? How can we check that they can use the form in similar contexts?*

*Where is the focus on form? Is it clear? Is there too much talk about the language, or was it all helpful?*

*How can we check that they can use the form accurately?*

*Are there opportunities to develop accurate language use?*

*Are there opportunities to develop fluent language use?*

*Are there opportunities to use the language meaningfully in context?*

*Are there opportunities to personalise?*

The same process would also apply to teachers who wish to transition from a communicative approach to one that places more emphasis on form awareness. If teachers genuinely desire to change their grammar instruction, they will need to not only update their textbooks but also adapt their behavior and beliefs. Numerous books offer ideas for communicative grammar teaching.

Some of these have proven to be helpful for teachers making the transition from a traditional to a communicative approach. For in-depth explanations of grammatical structure, meaning, and usage, corpus-based grammars offer comprehensive information based on authentic English, while certain teacher-specific grammar resources are also popular.[6]. Established grammar practice or "grammar in use" books from Oxford and Cambridge have progressively integrated grammar within contextual examples.

### Literature :

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