

Using Communicative Language Teaching Approach in Teaching Grammar: A Study in a Secondary Private School

Grammar has been a formidable challenge for many EFL teachers and students. Many English grammar lessons are mainly delivered in traditional methods prioritizing structure drilling exercises over fostering students' abilities to use grammar authentically. This paper focuses on adopting the Communicative Language Teaching (CLT) approach in teaching grammar to bridge this gap between instruction and real-world language use and enhance students' interest in grammar lessons. Despite numerous studies exploring the integration of CLT in grammar instruction, there remains a pressing need for empirical research in this area. To fill this gap, the study employed a qualitative methodology, gathering data through observation, teacher diaries, student interviews, and assessments. The trial grammar lesson was implemented in two classes totaling 32 secondary students from grades 8 and 9 in a private secondary school. The findings highlighted CLT's efficacy in offering practical language experiences, enhancing learner engagement, and ensuring enduring retention of grammatical structures. Additionally, the research proposes strategies for applying CLT in grammar teaching. However, challenges such as students' grammar deficiencies, large class sizes, insufficient communicative grammar resources, and a lack of appreciation for communicative activities are identified. This study emphasizes the importance of addressing these challenges and leveraging CLT methodologies to invigorate grammar instruction, enabling students to apply grammar effectively in real-world contexts.

Key words: Communicative Language Teaching Approach, Grammar Teaching, secondary learners, teaching English Grammar in Vietnam

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