A COMMUNICATIVE APPROACH TO TEACHING GRAMMAR: THEORY AND PRACTICE

Siaw-Fong Chung

ABSTRACT

Since the introduction of Communicative Language Teaching (CLT), many textbooks have been written to incorporate communicative activities, authentic materials and personalized contexts. However, where the teaching and learning of grammar is concerned, most textbooks do not reflect CLT principles. As demonstrated in this paper, grammar activities in some Malaysian and Taiwanese textbooks retain the structural method of teaching grammar. This paper suggests five methods so that grammar activities can be made more communicative by retaining some practices of the structural syllabus.

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