

**TEACHERS' PERCEPTION TOWARDS TEACHING ENGLISH GRAMMAR THROUGH
COMMUNICATIVE APPROACH AT TERRITORY LEVEL
(A CASE STUDY OF DISTRICT MULTAN)**

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Original Article

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Abstract

Communicative Language Teaching Approach has a wide range of benefits to minimize the language learning hurdles. Modern trends in second language learning, requires such approaches which could make the students "learned and spoken". This phenomenon can enhance the linguistic as well as communicative competence of the students in terms of grammar understanding and language use. Present study is conducted to understand the perceptions of teachers regarding English grammar teaching through communicative approach. The study is conducted in District Multan through the questionnaire tool. The questionnaire is used as a survey to know the perceptions of the English language teachers regarding teaching English grammar through communicative approach. Selected sample of the study is 200 English language teachers teaching in different institutes of Multan. Study is based on convenient sampling. Data analysis is made through Microsoft Excel 2010 in which the percentages of the responses and mean value are calculated to know the significance of the statements. The results described that the teachers of District Multan are well aware of the significance of the communicative approach for English language grammar and they very much intended to apply this approach for effective grammar learning results.

Keywords: English Grammar, Teaching Methodology, Communicative Approach

Introduction

Language is sometimes seen as a complex phenomenon that applies to both speech and writing. There is a demand for English language instruction and learning all around the world. Today, communicating in a second language requires using a variety of linguistic features, including social, cultural, and pragmatic ones (Brown, 1994). It has been established during the past 20 years that the social dimension of language is crucial to cognitive development. It is essential that current and future language educators pursue professional development in specific techniques, such as communicative approaches, that would enable them to adapt to linguistic and cultural shifts around the globe (Burke, 2011).

Teaching Languages Communicatively The native countries regard Communicative Language Instruction, a widely accepted and important idea for language teaching, as the most effective methods of teaching English (CLT). The communicative method is crucial because it helps

learners utilize language in everyday situations and inspires and motivates them. It promotes language learning, making it the most effective method of language use (Burke, 2011). A variety of language teaching methods have been advocated as either new or out-of-date by the English Language Teaching (ELT) community, which is regarded as the core discourse area. However, it is important to acknowledge discourse's predominance and the various effects it has on the system of language instruction. As a result, the Communicative Approach is a well-considered and important method for teaching and learning languages since it puts a strong emphasis on communication and helps learners become more proficient in speaking the target language (Brown, 1994, p.71). Communicative Language Teaching (CLT) was presented as a cutting-edge method of teaching and learning languages in the 1970s and 1980s. It also generated a great deal of curiosity and excitement, so teachers all around the world began to alter their lesson plans, classroom supplies, and curricula as well (Richards, 2006).

Present study is conducted in this perspective to teach English grammar through communicative approach. Due to significance of communicative approach, its role in effective grammar teaching is also undeniable.

Statement of the Problem

Effective English grammar teaching requires new tools and approaches through which the students would be able to utter the learned contents. Communicative approach has a wide range of benefits as it can play a vital role in minimizing the linguistic and communicative hurdles in understanding the grammar of a second language. Excessive use of traditional methods has not given required results which have raised the question to revise the teaching pedagogy in modern age.

Research Objectives

- To note the perceptions of teachers towards teaching English grammar through communicative approach at secondary level
- To describe the significance of teaching English grammar through a communicative approach.

Research Questions

- 1) What is the perception of teachers towards teaching English grammar through communicative approach at secondary level?
- 2) How can English grammar be effectively taught through a communicative approach?

Significance of the Study

Present study is wide in its range as it is going to discuss the perceptions of English language teachers regarding teaching English grammar through communicative approach. The study will help to understand the massive need for revisions of teaching methodology as the effectiveness of communicative approach cannot be neglected even in the field of English grammar teaching process.

Literature Review

According to Hymes (1972), in order for students to develop communicative competence, language should be taught in communicative contexts. Grammar is simply one aspect of communicative ability; another is what is suitable in a particular social setting. Learners must get familiar with certain principles and regulations since they will struggle to communicate their ideas precisely without a thorough understanding of important grammatical facts (cited in Meo, 2019).

As a response to pedagogical approaches like Situational Language Teaching (which incorporated pre-packaged conversational activities) and the Audiolingual method (which employed memorization and drill-based tactics), CLT as a strategy for teaching EAL first emerged in the 1960s (Richards & Rodgers, 1986). Since the creation of CLT, there has been continuing discussion regarding “how to effectively assist the growth of grammatical accuracy” (Valeo & Spada, 2016) when employing this strategy. Savignon (1991) noted that “research findings largely support the integration of form-focused exercises with meaning-focused experience for the development of communicative ability, even though fluency is the primary goal and correctness is secondary” (Chung, 2005).

Understanding language teacher beliefs is important for enhancing teaching methods and educational initiatives because research shows that these beliefs have a significant impact on instructional choices made in the classroom (Farrell & Lim, 2005; Wong & Barrea-Marlys, 2012). Many researches on CLT have looked at teacher beliefs, concentrating on connections between teacher views and things like teaching experience, language learner beliefs, background or training, and classroom practice (Valeo & Spada 2016; Sato & Oyanedel, 2019).

Zhong-guo & Min-yan (2007) made a study on "*The Relationship between Traditional English Grammar Teaching and Communicative Language Teaching*". The study came to the conclusion that "*The work of teachers is to develop the capability of the students*". The results describe that while using CLT, teachers shouldn't neglect teaching grammar. Students should receive assistance in condensing the grammar rules while also making strong connections between them and their everyday lives. While this is going on, it's crucial for English teachers to employ a variety of instructional strategies to foster students' practical communication skills in a real-world or semi-real-world setting. Students will communicate more clearly through using language by practicing as they learn and learning from practicing.

Irmawati (2012) conducted a research study on "*Communicative Approach: An Alternative Method Used in Improving Students' Academic Reading Achievement*". The findings demonstrated that the students' academic reading skills were significantly improved by the implementation of a communicative strategy. The improvement in a few areas, including (1) features of reading comprehension and (2) aspects of English, including vocabulary, grammar, pronunciation, communication, and the ability to cooperate, collaborate, socialize, share ideas, opinions, and suggestions, could be seen. The teachers' instructional goals, syllabus design, teaching and learning activities, and types of learning resources all complied with the communicative approach's recommendations.

Arbejo, Sartaj, and Memon (2019) did a study on "*English Language Teaching through Communicative Approach: A Qualitative Study of Public Sector Colleges in Hyderabad, Sindh*". The study showed that whether it is used in speaking or writing, language is a complex phenomenon. In the age of globalization, English language instruction and learning are in high demand. The study's conclusions shed light on the obstacles that frequently discourage teachers from putting CLT into practice, and the teachers agree that CLT should be used in public sector universities because it is one of the most effective approaches to teaching and learning languages. If the elements such as phonetics, phonology, morphology, syntax, and semantics are instilled or applied appropriately, English language education and learning can be learned meaningfully.

Research Methodology

Present study is quantitative in its nature consisting of a survey questionnaire, based on the Likert scale. Five Likert scales have been used in this study for data collection. The tool is a questionnaire; it consists of 15 questions. This tool is based on a survey to know the view of the teachers about teaching English grammar through a communicative approach.

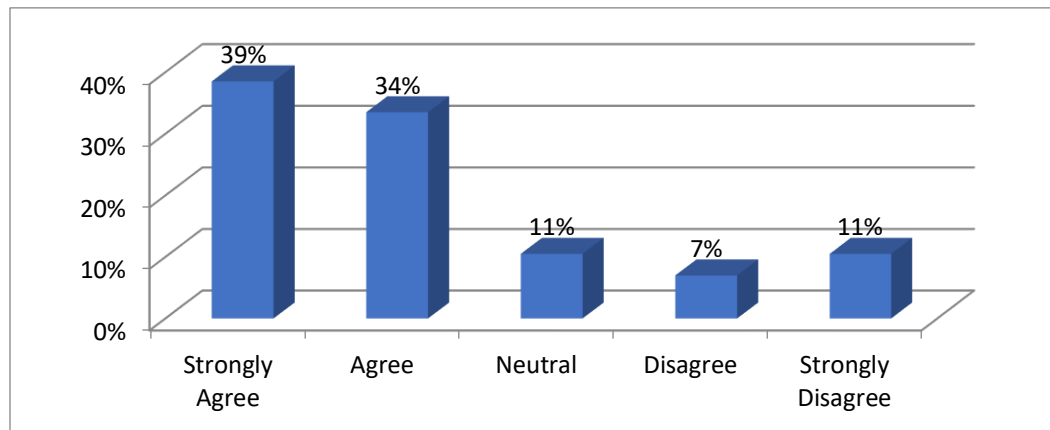
Selected samples for the study are 200 English language teachers teaching at secondary level in district Multan. Convenient sampling process is used to collect the data. Analysis of the data is made through Microsoft Excel 2010, to know the parentages of the responses. Significance of the responses is presented through mean findings.

Data Analysis

Question No. 1: Every student is paid special attention while teaching English Grammar.

Table No. 1

	SA	A	N	DA	SDA	Total	Mean
Frequency	77	67	21	14	21	200	3.83
Percentage	39%	34%	11%	7%	11%	100%	



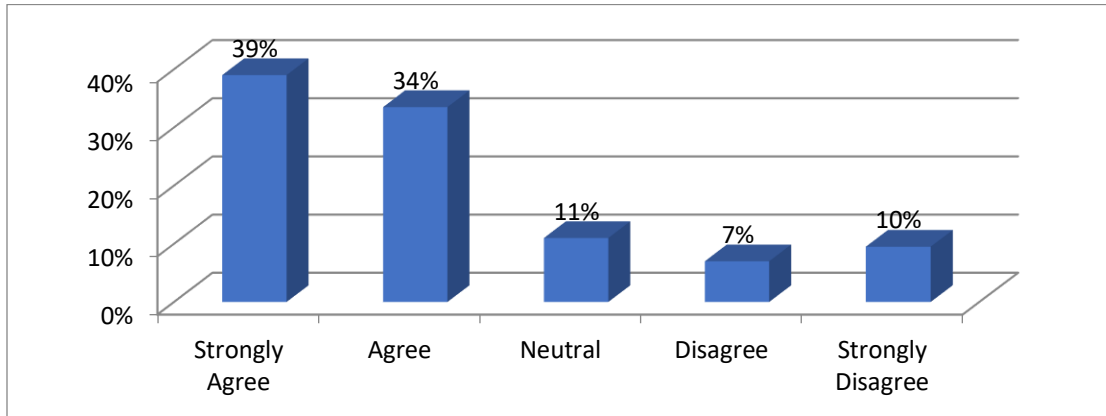
Graph No. 1

Discussion

The results illustrated in Table No. 1 and Graph No. 1 show that 38% of English teachers of Multan say that in teaching English grammar, every student is given special attention because every student is needed to learn English grammar which is essential for language skills purposes. Same view is observed by 34% of the teachers of the English language of the territory of Multan. As English grammar is very much concerned by teachers already mentioned in the above tables, the purpose can only be fulfilled by teaching every student. On the other hand, 7% of teachers do not think so. Such teachers have to be shuffled in subject contents instead of paying only attention to grammar. 11% teachers also claim so but 11% teachers also show neutral behaviour while giving the opinion. The mean value describes the significance of the data as the positive attitude has been seen by teachers of the territory level of Multan.

Question No. 2 Teachers pay special attention to English grammar.**Table No. 2**

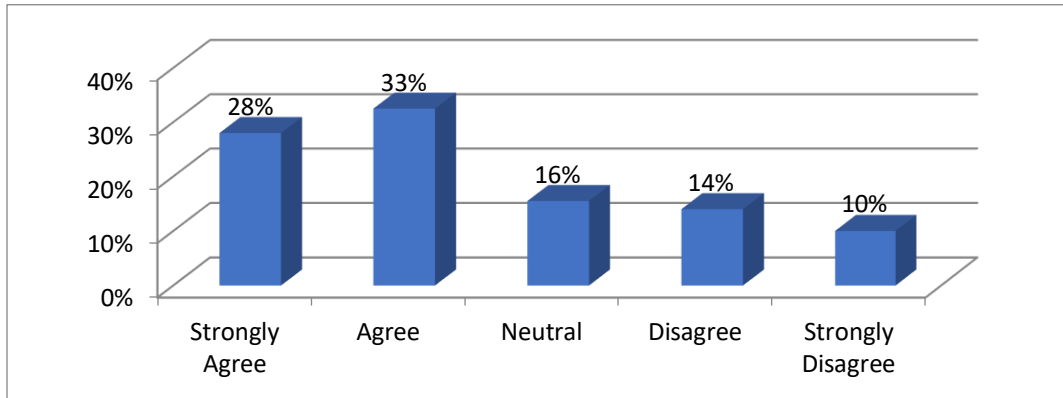
	SA	A	N	DA	SDA	Total	Mean
Frequency	78	67	22	14	19	200	3.86
Percentage	39%	34%	11%	7%	10%	100%	

**Graph No. 2****Discussion**

The calculated results as told in Table No. 2 and the Graph No. 2 show that, 39% English teacher in Tehsil Multan while teaching English grammar, teachers are highly concerned and have keen observation on the contents and areas of English grammar. As the grammar is called the backbone of the language, special attention by teachers should also be paid. Same thoughts and views have been mentioned by 34% English teachers of territory level. As it is highly concerned area of English language teaching. In disparity, 7% teachers are not in favour of the statement and say that every area to be covered while teaching English grammar is not possible. Same thought is observed by 10% teachers also while the normal and un-favoured behave has been prescribed by 11% of teachers. The mean value illustrate that the teachers of Multan are highly concerned with teaching English grammar at territory level in Multan.

Question No. 3 Communicative approach must be used at territory level.**Table No. 3**

	SA	A	N	DA	SDA	Total	Mean
Frequency	56	65	31	28	20	200	3.55
Percentage	28%	33%	16%	14%	10%	100%	



Graph No. 3

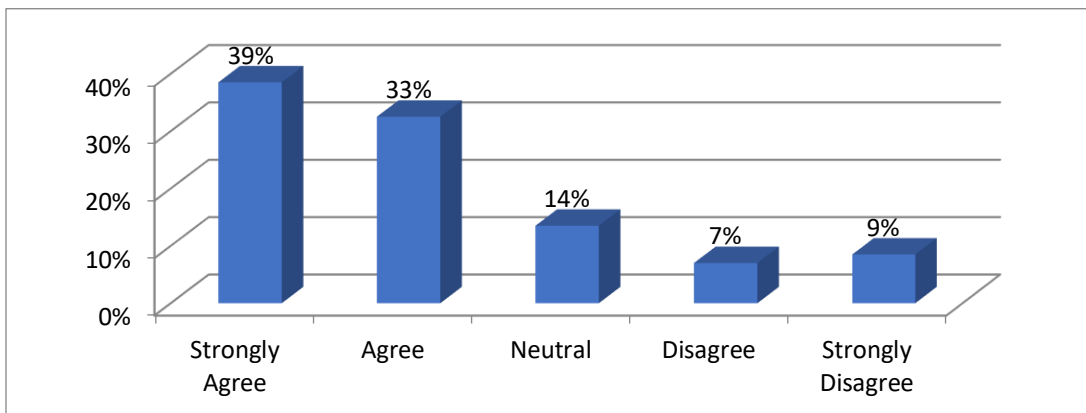
Discussion

Question No. 3 is put before the territory level teachers in Multan which is about teaching grammar with a communicative approach. The acquired results as shown in Table No. 3 and Graph No. 3 tell that 28% English teachers suggest that there would be changed methodology of teaching English. There could be use of a communicative approach at territory level in Multan. Same view and suggestion is illustrated by 33% teachers of Multan. In disagreement, there are 14% teachers who say that a communicative teaching approach is not so necessary at the territory level in Multan while teaching. Same view has been shown by 10% of teachers who are strongly in disagreement with the view while 16% of teachers are neither in agreement or disagreement with the statement. The mean value suggests that English teachers of Multan suggest that there would be use of communicative approach at territory level in Multan.

Question No. 4 Students get more understanding by Communicative approach.

Table No. 4

	SA	A	N	DA	SDA	Total	Mean
Frequency	77	65	27	14	17	200	3.86
Percentage	39%	33%	14%	7%	9%	100%	



Graph No. 4

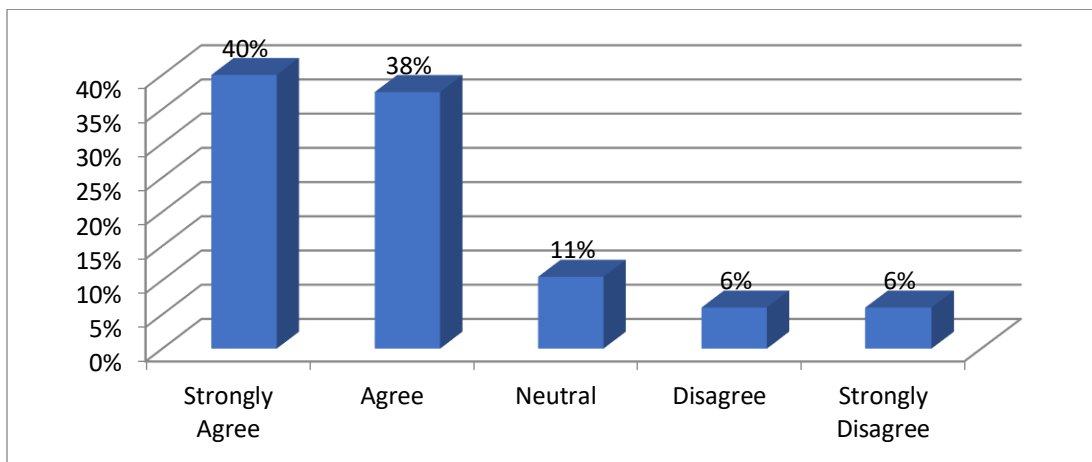
Discussion

The obtained results shown in Table No. 4 and the Graph No. 4 highlight that instead of other teaching methods, 39% teachers believe that communicative teaching approach is more necessary than any other teaching methods, as students get more understanding by communicative approach as it makes students spoken and communicative. Such views and thoughts have also been given by 33% teachers of the English language of Multan. On the other hand, 7% of teachers do not agree with the statement and do not think communicative approach is the only method which is appropriate for English grammar at territory level. Similar view is taken by 9% of English teachers in Multan. The neutral view is possessed by 14% teachers as they are not interested in specifying the only teaching method. The value states that teaching English with a communicative approach is much helpful in understanding English contents.

Question No. 5 There is need of more time to cover the syllabus by communicative approach

Table No. 5

	SA	A	N	DA	SDA	Total	Mean
Frequency	80	75	21	12	12	200	4.00
Percentage	40%	38%	11%	6%	6%	100%	



Graph No. 5

Discussion

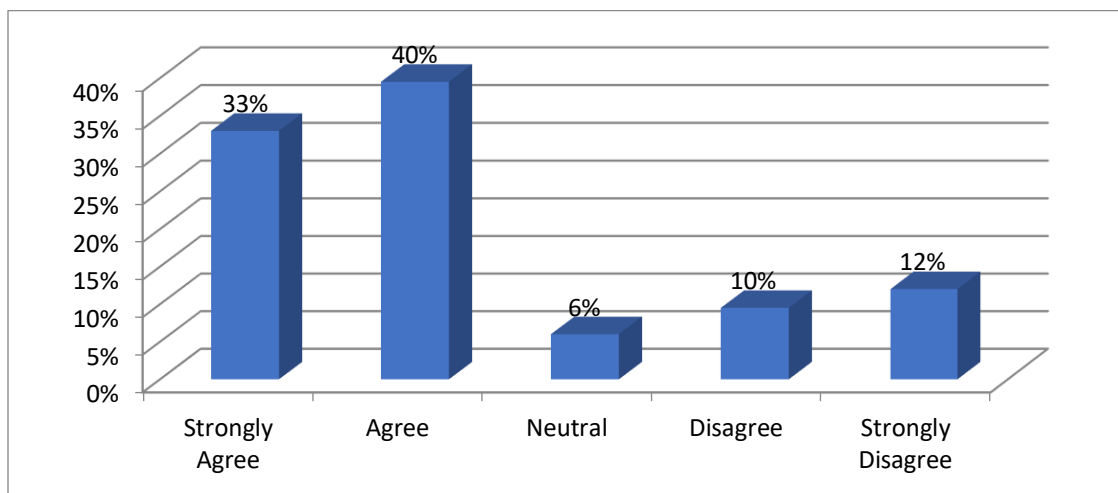
The Question No. 5 which is about the time and communicative approach, is put before English Teachers. The calculated mean 4.00 suggests that it is highly asked by teachers that if the communicative approach is applied at territory level then it requires more time than is given. Favouring the stamen of the question, 40% teachers of territory level claim that there would be more time in the English period for them to deliver the contents in a communicative approach. Same view is gained by 38% of secondary level teachers as they also think that time management is a big issue while teaching English content with a communicative approach. In contrast to opinion, there are 6% teachers who are not in favour that there would be extra time for a communicative approach. The

devoted time is enough according to them and the same observation is given by other 6% teachers with high contradictions. The impartial view is gained by 11% of teachers who do not think such issues are so important.

Question No. 6 Teachers are able to teach English Grammar with a Communicative approach.

Table No. 6

	SA	A	N	DA	SDA	Total	Mean
Frequency	66	79	12	19	24	200	3.72
Percentage	33%	40%	6%	10%	12%	100%	



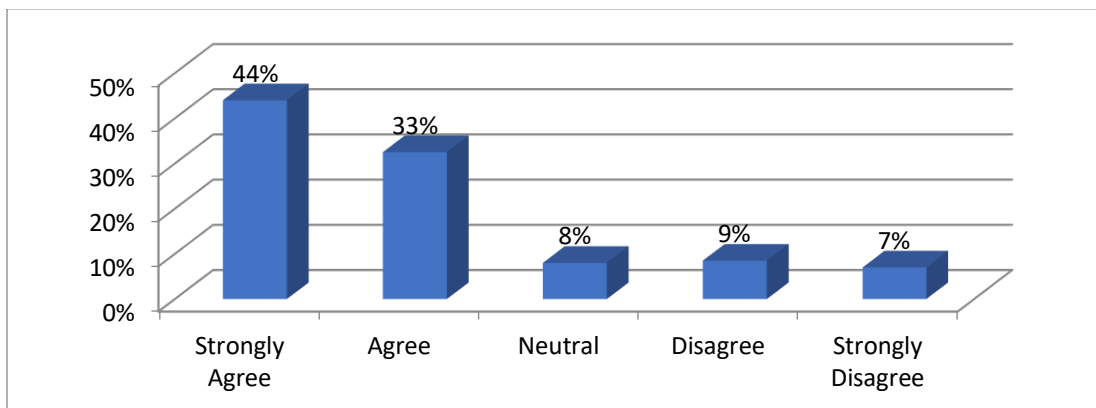
Graph No. 6

Discussion

Question No. 6 is about the ability of teachers whether they are able to teach English grammar with a communicative approach or not. The results mentioned on Table No. 6 and Graph No. 6 show that 33% of teachers observe that teachers are highly trained and can teach English grammar with a communicative approach. As the recruitment of teachers is based on different professional degrees so that recruited teachers are able to teach English with a communicative approach. Similar observations are given by 40% teachers of Territory level. 10 % teachers think that with lack of repetition and refreshing courses, teachers do not use communicative approach as it is not practiced and similar 12% teachers say as it. Neutral and biased behaviour has been given by 6% teachers of territory level. The mean value illustrates that teachers have the capability to teach English grammar with a communicative approach.

Question No. 7 Teachers should also teach English Grammar with Communicative Approach.**Table No. 7**

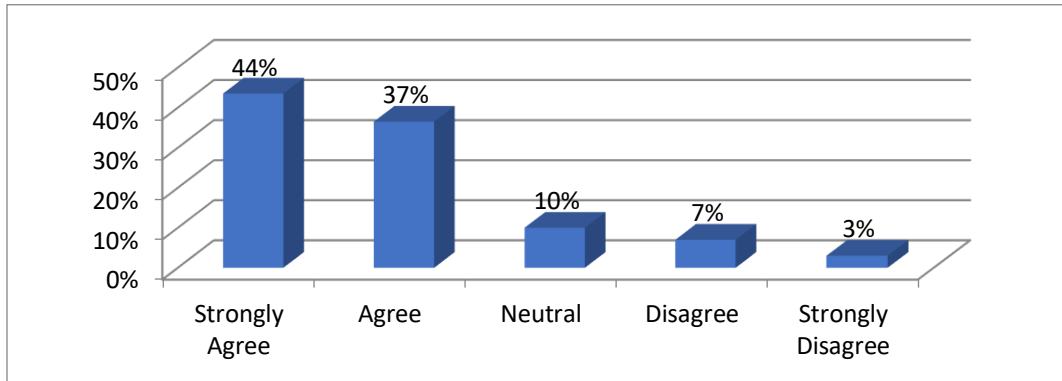
	SA	A	N	DA	SDA	Total	Mean
Frequency	88	65	16	17	14	200	3.98
Percentage	44%	33%	8%	9%	7%	100%	

**Graph No. 7****Discussion**

Question No. 7 is about teaching English grammar with a communicative approach. As the gained results show in the Table No. 7 and the Graph No. 7 illustrate that 44% teachers suggest that English grammar would be taught with communicative approach by teachers and the teachers of territory level would highly do concern with teaching English grammar with communicative approach. Similar precautions have been entertained by 33% English teachers of Multan. As the communicative approach has revolutionized the world of language learning, language learning should also be entertained by a communicative approach. Diverse ideas have been proposed by 9% of teachers of the English language and they say that there is no need for teachers to only teach English with a communicative approach. Similar ideas have been described by 7% teachers for the communicative approach. Meanwhile 8% teachers are not in favour of any statement and are unbiased. The obtained mean value describes the positive attitude towards communicative approach.

Question No. 8 Communicative approach decreases the hesitation level of students.**Table No. 8**

	SA	A	N	DA	SDA	Total	Mean
Frequency	87	73	20	14	6	200	4.11
Percentage	44%	37%	10%	7%	3%	100%	



Graph No. 8

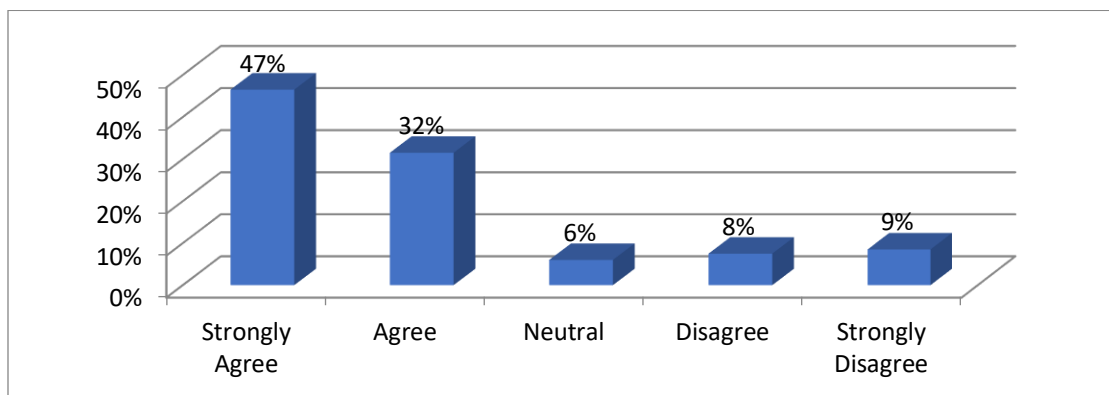
Discussion

Question No. 8 is about the hesitation level and the role of communicative teaching for students. As it was put, the calculated results as shown in Table No. 8 and Graph No. 8 show that 44% of teachers have observed that with communicative approach, students will be more confident and the level of inferiority and complexity will fall among students by communicative approach. As it has been given by 32% teachers which also observe, that confidence level increases after making the students communicative. The hesitant level decreases because of decreasing the gaps between teachers and students. Making diverse stamen, 7% teachers do not agree to the statement and think they are already confident. They do not require more communicative trends. Similar thoughts have been perceived by 3% teachers. As the percentage is minor to the percentage of favour and the mean value also suggests that confidence level can be groomed by a communicative approach in students.

Question No. 9 Communicative Approach builds the confidence of students.

Table No. 9

	SA	A	N	DA	SDA	Total	Mean
Frequency	93	63	12	15	17	200	4.00
Percentage	47%	32%	6%	8%	9%	100%	



Graph No. 9

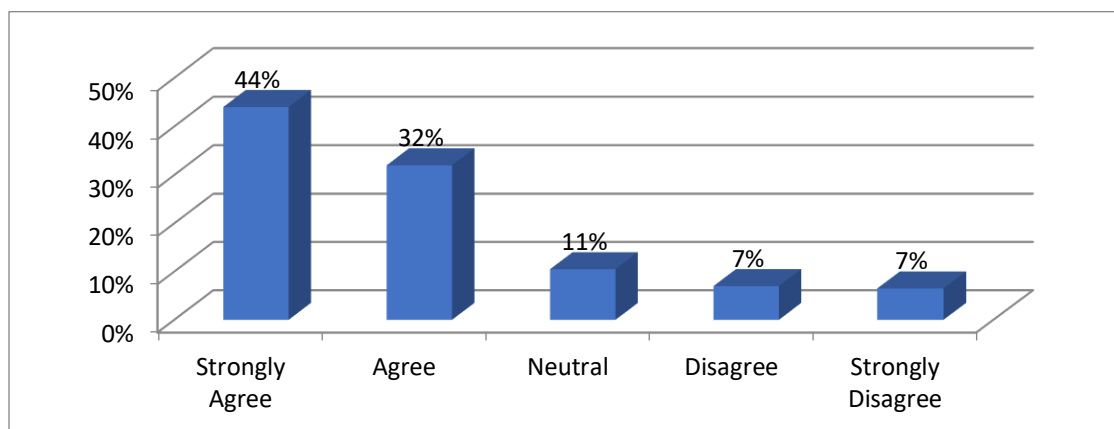
Discussion

Question No. 9 is about the building of confidence in students by communicative approach. As the results are given in Table No. 9 and Graph No. 9, describe that communicative approach is the best way, through which the confidence level can be groomed. 47% teachers understand that communicative approach can only be the best tool to produce confidence level in students among all teaching approaches and methods. 32% teachers also claim that a communicative approach is the best way of teaching to build the confidence level in students. 8% teachers have a different view about communicative approach as it is not only an approach to build confidence. The similar view is observed by 9% teachers also but 6% teachers are not in any concern of the statement of the questions. The obtained and calculated mean value describe that the high attitude towards communicative approach can be seen.

Question No. 10 Teachers need refresher courses to teach English Grammar.

Table No. 10

	SA	A	N	DA	SDA	Total	Mean
Frequency	88	64	21	14	13	200	4.00
Percentage	44%	32%	11%	7%	7%	100%	



Graph No. 10

Discussion

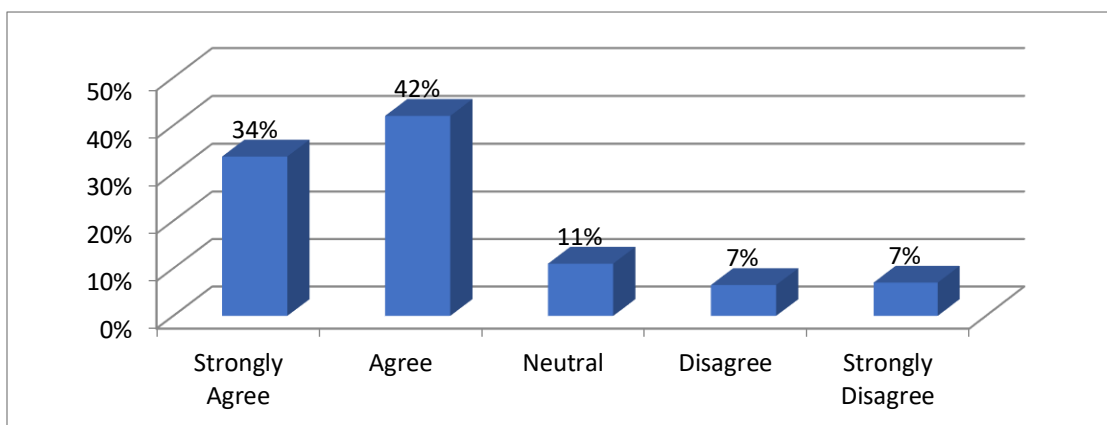
English grammar teaching with new methodology has been a new trend among educationists. The Question No. 10 is about the refresher courses about teaching English grammar, so the obtained and shown results in the Table No. 10 and the Graph No. 10 describe that 44% teachers recommend that there would be new and more refresher courses about teaching English grammar at territory level. The same view is observed that 32% teachers also favour. Such a view is because the teachers of the English language have to face new trends and contents in the educational fields so the new phenomenon of teaching English grammar with new techniques is produced. In opposition that there is no need of refresher courses among teachers is seen by 7% and 7% more teachers with recommendations and high recommendations respectively. The neutral

behaviour is observed by 11% of the teachers. The calculated mean value illustrates that as English grammar needs more techniques then refresher courses must be applied.

Question No. 11 Necessary classroom supporting material should be arranged in classrooms.

Table No. 11

	SA	A	N	DA	SDA	Total	Mean
Frequency	67	84	22	13	14	200	3.89
Percentage	34%	42%	11%	7%	7%	100%	



Graph No. 11

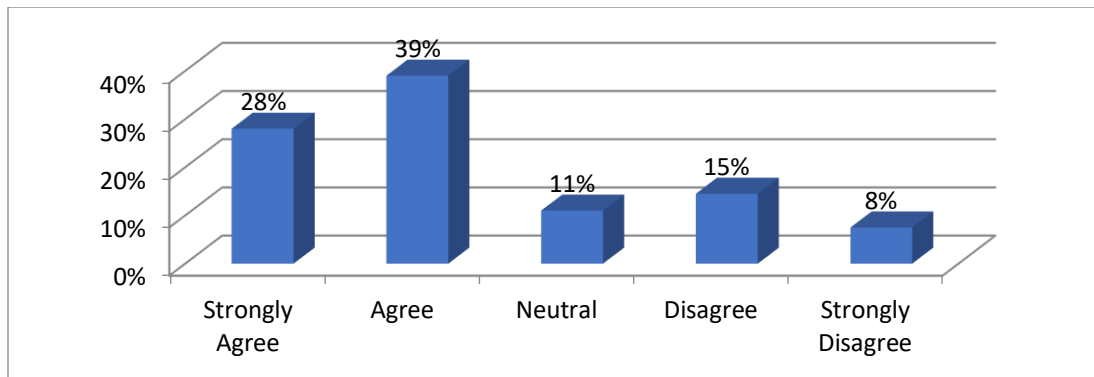
Discussion

Question No. 11 is about the classroom materials in classes. The results calculated and described in the Table No. 11 and the Graph No. 11 show that for the betterment of classrooms, and to make classrooms better for teaching and learning process. There would be necessary classroom facilities available in the class. It is highly recommended by 34% of English language teachers. 42% teachers also recommend the same ideas that there would be necessary classroom facilities in the class. In opposition the 7% teachers are not in favour and consider already available facilities enough. The similar view is given by other 7% teachers which are with more contradictions. Neutral and normal behaviour is observed by 11% teachers and the mean value illustrates that the high recommendation is given by teachers to provide necessary facilities in the classrooms.

Question No. 12 Pair study and Group study is encouraged by communicative approach.

Table No. 12

	SA	A	N	DA	SDA	Total	Mean
Frequency	56	78	22	29	15	200	3.66
Percentage	28%	39%	11%	15%	8%	100%	



Graph No. 12

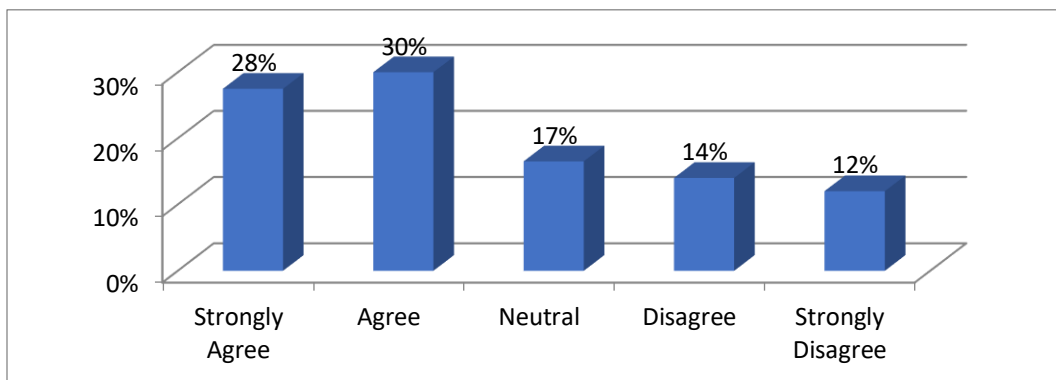
Discussion

The Table No. 12 and the Graph No. 12 describe that 28% teachers suggest that communicative approach should be applied and encouraged to develop the pair study and group study matters. As the group study is very beneficial to promote communicative skills and personality development so the teachers are highly recommended. The relative observation and suggestion is also provided by 39% teachers that there would be pair and group study and it will be only promoted by communicative approach as it is the best approach to interact students with each other. The diverse attitude is given by 15% teachers that are not in favour that only communicative approach is beneficial in this regard. 8% teachers also claim as. On the other hand, 11% teachers do not consider this discussion meaningful and remain unbiased. The mean value describes that pair and group study can be best manipulated by communicative approach.

Question No. 13 Pronunciation errors can be easily analyzed by communicative approach.

Table No. 13

	SA	A	N	DA	SDA	Total	Mean
Frequency	55	60	33	28	24	200	3.47
Percentage	28%	30%	17%	14%	12%	100%	



Graph No. 13

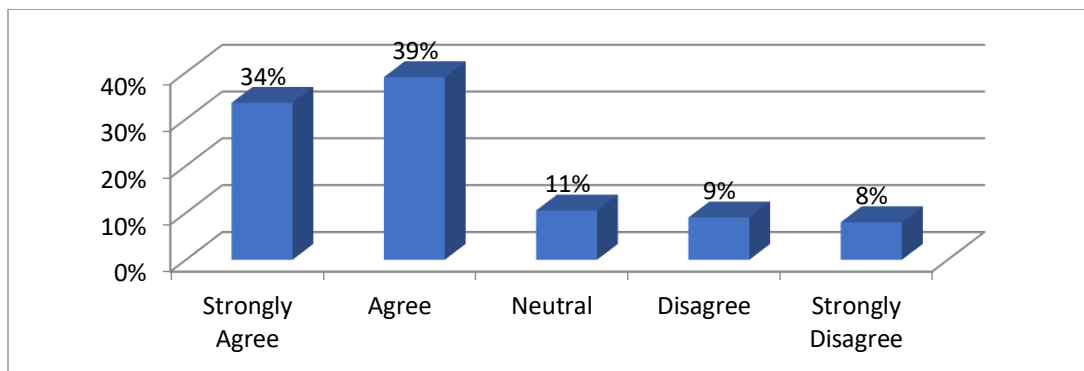
Discussion

Question No. 13 is about the analysis of pronunciation through communicative approach. When two or more than two persons communicate then the interaction of people with respect to discussion of any topic can be observed. In the observance the pronunciation errors can be easily judged. Such a suggestion is given by 28% of the teachers and they are highly recommended that a communicative approach is the best way to analyze the pronunciation errors of students. It is also recommended by 30% of the teachers which suggest teaching with a communicative approach, so that the pronunciation errors would be judged. The opposition of the view is given by 14% teachers who say that only a communicative approach is not useful to analyze the pronunciation errors and the same view is given by 12% teachers also. The normal behaviour of unbiased attitude is given by 17% teachers of territory level. The mean value describes that it is recommended to apply a communicative approach in the classroom to analyze pronunciation errors.

Question No. 14 Communicative approach reduces distances between students.

Table No. 14

	SA	A	N	DA	SDA	Total	Mean
Frequency	67	78	21	18	16	200	3.81
Percentage	34%	39%	11%	9%	8%	100%	



Graph No. 14

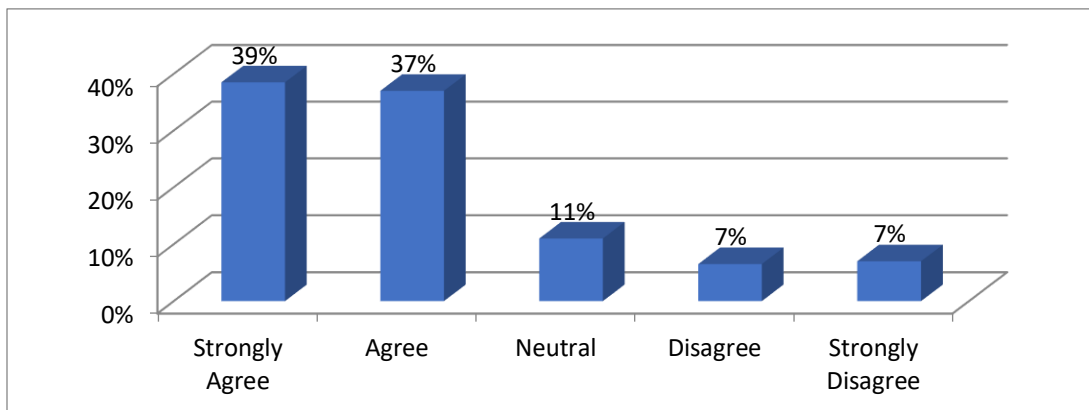
Discussion

The Table No. 14 and the Graph No. 14 as is shown, the results describe that 34% teachers of English language at tertiary level in Multan want that there would be harmony and no gaps between the students and teachers. 34% teachers highly recommend that teachers should teach with communication and approach so that there would be harmony among students and no gap would be produced. As the communication approach's first purpose is to develop interaction so it is also recommended by 39% teachers. In opposition, there are 9% teachers who say that there is already harmony among students and there is no need of applying communicative approach only for the purpose of harmony among students. Similar attitude has been shown by other 8% teachers. On the other hand, 11% teachers remain neutral and have no specific view. The mean value suggests that a communicative approach can be the best tool to create harmony among students.

Question No. 15 Communicative Approach causes more interaction between teacher and students.

Table No. 15

	SA	A	N	DA	SDA	Total	Mean
Frequency	77	74	22	13	14	200	3.94
Percentage	39%	37%	11%	7%	7%	100%	



Graph No. 15

Discussion

The obtained results, shown in Table No. 15 and the Graph No. 15, indicate that the gap of interaction among teachers and students can be reduced by applying a communicative approach. The communicative approach creates a chance of conversation and discussion between teachers and students, then it can be seen by the communicative approach that students and teacher 's interaction can be developed. Such thoughts and beliefs are entertained by 39% of the teachers of the territory level of Multan and they wish that by applying communicative approach, we can reduce communication gaps between teachers and students. Same judgment is given by other 37% teachers. In contrast, 7% teachers go and more 7% teachers also oppose the idea that the gap can only be reduced by a communicative approach. The neutral behaviour is observed by 11% teachers and the mean value suggests that in the perception of teachers of the territory level of Multan, a communicative approach is the best way to reduce the communicative gaps between teachers and students.

Conclusion

Significance of communicative approach is undeniable due to its variety of benefits and applications. It encompasses different techniques of illustration and manipulation. The results of the study mention that English language teachers are fully willing to apply communicative approach for English grammar teachers and they are fully aware of the signina of the communicative approach in this field. Almost 78% of teachers think that English grammar should be taught through a communicative approach so that the expected results could be obtained at all.

Recommendations

- Teachers training would be conducted regarding communicative approach application for English grammar teaching.
- New and advanced techniques could be delivered to the teachers for effective results.
- Course contents would be revised and more exercises could be added for communicative approach application.

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