

# **THE IMPORTANCE OF COMMUNICATIVE APPROACH IN GRAMMAR LESSONS**

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As learning foreign languages has already started to be enhanced, grammar became an indispensable part of teaching in EFL classes. This article alludes to the way instructors can center the teaching of the remote dialect within the classroom in such a way that they can communicate in a cognizant way, by describing their genuine encounters. The root of the Communicative Approach as a synthesis of several approaches is clearly clarified, as is the function of the teacher and the students in a communicative ESL class, and gives a few illustrations of activities related to communicative approach that can be created in a lesson in terms of the communicative perspective. The communicative method of the teaching of foreign language grammar will be examined in this process. It is planning as an introduction to the communicative approach for teachers and teachers-in-practice who need to supply openings in the classroom for their understudies to lock in the target language in real situations. What the communicative approach is, where it comes from, and how teachers' and students' responsibilities differ from those they play in other teaching methods and how this approach can be useful in grammar lessons are among the issues that need to be addressed. There are descriptions of specific tasks that can be used with a communicative approach, as well as resources for suitable materials.

Communicative approach is intensive scenarios from everyday life utilized in communicative language education. The instructor creates a scenario that students will

probably experience in the real world. The communicative approach to language instruction might lead students to guess as to the outcome of a class exercise because it will vary depending on their reactions and replies, in contrast to the audiolingual method, which emphasizes repetition and drills. The recreations of actual life are always evolving. The passion of students to engage in meaningful communication about relevant subjects serves as their source of motivation for learning. Language is an activity that is interpersonal and has a relationship to society. When we study language, we have to look at its function in context, both its etymological setting(what is articulated some time recently and after a given piece of talk) and its social setting such as who is talking, what their social parts are, why they have come together to talk. Moreover, As Margie S. Berns, an expert of communicative language teaching said, the communicative language approach is designed to impart a chance student to learn how to communicate fluently in real- world situations with people who speak the target language fluently. This type of learning focuses more on developing skills than on correcting grammar mistakes (Berns, 1984, p. 5).

The communicative approach to teaching languages originated from educators and linguists who were unhappy with the traditional methods of teaching foreign languages using audio-lingual and grammar-translation methods. The teachers knew that the students were not studying well enough in a way that was realistic and whole language. Using appropriate social and body languages was new development when it came to communicating with the help of the language they were studying. The advancement of communicative-style educating detected within the 1970s; authentic language utilize and classroom trades where understudies evolved in real progress with each other got to be quite common The communicative approach has been adapted to different age levels, and it has spawned different teaching methods popular with different names, such as;

- notional-functional;

- teaching for proficiency;
- proficiency-based instruction;
- communicative language.

According to Richards and Rogers, while grammar teaching is focused, CLT concentrates on communicative capability instead of insignificant mastery of structure (Richards and Rogers, 1986:64). Communicative exercises are imperative since, as DeKeyser (1998) has depicted, they permit learners to hone the target language structure highlight beneath “real working conditions.” Communicative linguistic use hone has regularly centered on talking exercises; in any case, composing exercises are moreover an vital and substantial way to hone. In a ponder on Taiwanese and Japanese English course readings Huang (1999), found that not only the audiolingual but communicative approaches are also shown in the junior-high English educational programs. This is often moreover apparent within the comparison of grammar exercises in this paper. For instance, the auxiliary design of linguistic use practice is held, which linguistic use educating in Asian settings is less affected by the execution of CLT in comparison to other ranges. The communicative approach to educating grammar may be a small diverse than educating linguistic use expressly. This method of educating language structure centers on educating grammar in a normal arrange of movement. This tends to be utilized more with ESL students (English as a Second Language). Therefore, this technique of instructing makes a difference understudies create a feeling comparative to their to begin with dialect when they learn linguistic rules. Classroom exercises led by the communicative approach can be classified by attempting to create important and genuine communication, at all levels. Consequently, there may be more accentuation on aptitudes than frameworks, lessons are more student-centred, and there may be utilize of true materials. An case of how a communicative approach to instructing language structure varies from express educating is that the show tense would for the most part be instructed to begin with. This implies understudies would learn the display tense and

how to utilize it successfully some time recently they endeavor to utilize the past tense. Express language structure lessons, in any case, would likely present the past tense early on in learning language structure rules. The communicative approach gets children utilized to utilizing the nuts and bolts to begin with some time recently they construct on their knowledge. This may offer assistance students be less anxious of linguistic use and lets them learn in a more natural way. This will truly offer assistance to spur children and to move forward their understanding of linguistic use over time. On the off chance that children get to memorize language structure as they put it into hone, they are more likely to keep in mind it. Larsen- Freeman mentioned that speaking less and tuning in more, teachers in communicative classrooms will actively facilitate their students' learning, and learners may discover they get more comfortable speaking the target language in general as a result of their increasing duty to contribute as well as they are more accountable for managing their own education (Larsen-Freeman, 1986). In some cases, difficult activities would probably be more confusing for someone who has trouble understanding grammar if the student did not get the context, register, and function of grammar that emerge from a communicative approach to teaching grammar.

In conclusion, the area of applied linguistics has not reached a definitive conclusion about grammar instruction. Our goal is to identify a pedagogically sound and scientifically supported stance for grammar instruction in the communicative classroom in EFL lessons is being studied to demonstrate the value of systematic explicit grammar education as a pedagogical strategy. On the basis of pedagogical principles, the setting of the classroom, and the students in the classroom, teachers will undoubtedly find an effective technique to teach grammar in their communicative classroom as applied linguistics and foreign language teaching grow. I profoundly assert that the teachers should concern about all features of communicative approach in teaching grammar evenly and add it to the classroom curriculum due to the various major explanations mentioned above.

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