

Applying communicative approach to grammar teaching in ESL classes

PHAM TRAN MOC MIENG

Fundamentals Division, The University of Danang – Vietnam-Korea University of Information and Communication Technology, Vietnam

ABSTRACT: In the article, the author highlights the significance of grammar in the learning process through investigating its importance as part of developing a solid foundation that helps students develop skills and communication. In addition, the author analyzes the advantages and disadvantages of different approaches to English grammar teaching. The main content of the article is the examination of new approaches to English grammar teaching in ESL classes. These methods contribute to the increase in learners' outcomes and the reduction in teachers' workload.

Keywords: Significance, grammar, advantages, disadvantages, approaches, English grammar teaching, ESL classes

Date of Submission: 02-09-2026

Date of acceptance: 12-09-2026

I. INTRODUCTION

In linguistics, one can define grammar as a combination of linguistic elements (e.g., words, phrases, clauses) organized based on a set of specific rules to make a sentence. From this definition, it means that if a sentence is formed or produced without any grammar rule, the sentence would be either unmeaningful or ambiguous. Therefore, grammar has an important function in communication. Many linguists recognize the importance of grammar in the learning process. According to Ur, P (1991), grammar is one way of capturing language. On the other hand, Francis (2004) asserted that without grammar, it would be hard for the learner to get accurate in language use. Based on my teaching experience, there is a need to use different ways of teaching grammar to increase the student's interest and teacher's enthusiasm; thus, increasing the effectiveness of the learning process. Approaches in teaching grammar that enhance communicative skills through grammar are the ones that I would examine in this paper. In this article, the role of grammar in English, the present approaches in teaching English grammar in terms of communicative approach along with their advantages and disadvantages, and application of the communicative approach in English grammar teaching in ESL classes will be covered. It is hoped that this paper will be a useful source of information for both ESL teachers and learners in Vietnam as well as in the world.

II. RELATED STUDIES

Communicative grammar teaching is one of the main concerns among linguists, teachers, and learners of English in Vietnam and all over the world. As reported by Qasserras (2023), even though communicative grammar teaching proves to be highly efficient for developing communication skills, its best results are achieved in combination with the explicit instruction of grammatical structures. The interaction of explicit and implicit grammar teaching methods has been widely researched by leading experts like Ellis (2006) and Nassaji (2010). Further, Larsen-Freeman (2003) claims that grammar should not be learned in a passive way but rather be used in the process of communication. Photos & Ellis (1991) suggests some possible activities which can be conducted in the process of English grammar teaching. As reported by Pham Hai Yen et al. (2025), even though they highly appreciate communicative grammar teaching method, many teachers are compelled to use the traditional way of teaching due to the exam pressure, lack of time and other classroom constraints. To cope with this challenge, some Vietnamese researchers make attempts at finding the solutions. So, Luong Quynh Anh (2024) offers unique communicative activities for increasing the efficiency of grammar teaching for non-major students. In case of teaching young learners, Thi Thanh Nha Vu (2024) offers some samples of applying functional grammar in communicative activities. Moreover, the creative aspect of the communicative teaching approach is demonstrated in the study by Van My Nguyen (2020), where the author suggests using video project-based instruction, and the enhanced interest and speaking skills of the high school students after

implementation of communicative activities at high schools in Vietnam are provided in the work by Khuong Thi Hong Cam (2017). Although all these sources provide useful information on the advantages of the communicative approach, they do not consider the individual features of the learners, such as age, goals, and proficiency level. Moreover, to make the communicative approach in ESL classes fully independent, appropriate assessment procedures should be used.

III. THE ROLE OF GRAMMAR IN ENGLISH

Debra Myhill (2021), a professor from Education at the University of Exeter states that the moment grammar comes into play, any conversation becomes insane and filled with arguments. Language according to Andrew Rossiter (2021) is a natural mode of communication. Children learn their native language extremely fast and gain all necessary rules of communication independently. At the same time, children develop an instinct of grammar, which goes unnoticed by them most of the time. Furthermore, in his article, Rossiter (2021) points out the importance of grammar in terms of the fact that, apart from communication needs of a small child, communication, especially written one, quickly requires some knowledge of grammar or syntax principles. For instance, we may consider language to be a highway in this situation, where words are cars and trucks, while grammar is road signs and traffic control devices, which give directions and tell people how to move along the highway. Otherwise, the highway will become total chaos in a matter of minutes. It is true that without grammar, people would be able to express some types of communication like 'I Tarzan, you Jane'. Nevertheless, it is impossible to convey complex thoughts through words. In this way, to proceed with simple sentences, everybody should know at least some grammar principles. As mentioned by Nguyen Thi Le Hang (2024), people should not think that academic language is meant for some special language experts, while ordinary social communication does not require any grammar principles. In this way, second language learners would have problems expressing themselves in conversation, and misunderstandings, nonsense or funny mistakes would certainly occur. Acquisition of any language involves comprehension of principles of this language to form proper grammar and rules which are suitable for this language style. It can be stated that grammar is an extremely important part of exams and academic work. Nevertheless, in terms of communication, knowledge of good grammar provides learners with certain level of confidence and efficiency as well. Thus, it becomes evident that no matter who the learners are, what the goal of studying is or what techniques are used, grammar is always an important part of this process.

IV. CURRENT COMMUNICATIVE GRAMMAR TEACHING METHODS

1. Task-Based Learning

Task-Based Learning is student-centered learning where the main goal of instruction is the accomplishment of some tasks by the learners. Task-Based Learning is a method of language learning, according to which language is not studied from the point of view of its grammatical structure, but via doing something. Language is used by students to reach the goals set.

1.1 Advantages

Great practicality

According to the suggested learning strategy, students should study various assignments rather than through theory. Various assignments, including debates, role plays, etc., reflect real life or business communication. That is why, not only do students learn grammar and vocabulary, but also, they get prepared to communicate in real life situations due to their adaptability.

Development of communicative skills

By means of such a strategy, students have an opportunity to develop all their communicative skills such as listening, speaking, writing, and reading by accomplishing some tasks. It happens through various discussions, presentation of materials, preparation of reports, etc.

Discovery of self-learners and development of creative approach

The biggest advantage of the strategy suggested is that students get motivated to find out how to deal with the task posed. Besides logical thinking, creativity and analysis are necessary.

1.2 Disadvantages

The necessity of high competence from teachers

To make this approach efficient, it is necessary that the teacher possesses the highest degree of competence to create tasks in accordance with the skills of students and simultaneously create a creative

atmosphere. To create real and memorable tasks, the teachers will need a lot of time and effort. Furthermore, there should be continuous monitoring and assessment of students after each task.

Evaluation of the results is complicated

In this case, emphasis is made on the process of accomplishing the task, not its result. Unlike other approaches when tests are used to estimate the progress of the students, in this approach, the teacher will have to constantly assess the work of students. However, objectivity in this process may be compromised by the lack of standards and control of the activities of the students.

2. Gamification

Gamification refers to the implementation of the principles of gamification in the process of learning to make the learning process more fun and exciting. That means that in addition to using books for memorization of new words and grammatical constructions, the kids will participate in various games, receive rewards, earn points, etc. Various applications for learning languages such as Duolingo and Lingokids implement this method.

2.1 Advantages

Motivation for learning

The learning process itself is a pleasure for the child; games with interesting prizes, competitions, and entertaining activities will help children to be enthusiastic and excited about the process of learning. This type of activity helps kids to build patience during the study of the English language.

Better memory

During the game, kids use several senses such as vision, audition, and touch in order to learn. Consequently, the brain stores the obtained information for a long period compared to traditional book methods.

Motivation and less pressure

Various activities in the game format motivate children to learn and improve from their mistakes without criticism and scolding. The kids feel more confident when they speak English.

2.2 Disadvantages

A possibility of distraction

Since some of the games will be too entertaining, the aim of the learning process will be forgotten. Consequently, kids will play a game but will not learn anything.

Problems in managing time

Just like with any kid, they can get distracted by the game and spend too much time playing rather than studying. Therefore, parents should manage the process.

The need for technology and cost

Some of the programs require advanced technology such as tablets or smartphones with access to the Internet.

3. Total Physical Response

It is a teaching technique that uses verbal command and physical action combined. The children must perform physical actions in response to commands made in the target language. For example, the teacher gives a command like "stand up," and the children stand up, or "touch your head" and the children touch their heads. In this way, children acquire languages through listening and performing physical actions in accordance with verbal commands.

3.1 Advantages

Enjoyable and natural process of learning

The process of learning seems similar to natural acquisition of languages because children listen, observe and imitate the process. It is comfortable for children because actions and vocabulary do not put any academic pressure on them.

Information retention

The language associated with physical actions stays in a child's memory longer. Furthermore, physical

actions activate both hemispheres of the brain and contribute to vocabulary and grammatical structures memorization.

Very appropriate for young children and beginners

This technique does not need children to know anything about reading and writing, and therefore it is suitable for preschoolers and children who started learning English only recently. Children just listen and act.

3.2 Disadvantages

Limited grammatical and writing skills teaching

It is an effective technique for learning concrete vocabulary and imperative sentences. However, as children progress, it becomes inappropriate without combining with other methods because it cannot teach abstract grammar and writing.

Strong dependence on creativity of teachers

This method needs very creative teachers to make lessons diverse and innovative enough to motivate children all the time. Otherwise, children may be bored with repetitive actions.

Challenging tasks in crowded classes

The task of managing students who are doing the same thing in a crowded class will prove to be rather challenging. The situation will be made worse if some of the students do not concentrate on what is happening.

4. Spaced Repetition

Spaced Repetition is a technique of learning which is based on the process of revising studied material with increasing intervals. The aim of this approach is to make learners able to remember all the material better by recalling vocabulary, grammatical rules and phrases before they are completely forgotten.

For instance, having learned a new word, a child should revise it 1 day after, 3 days after, 1 week after and 1 month after. This way of revision makes learners retain information better and transfers it from short-term to long-term memory. Spaced Repetition is used in popular applications of language learning such as Anki, Quizlet or Duolingo.

4.1 Advantages

Improvement of long-term memory

Spaced Repetition makes use of forgetting curves to store material in long-term memory. Revision of studied material at the optimal psychological period allows students to memorize it spending a little time on repetitive learning.

Save time and increase effectiveness

In comparison with massed practice, Spaced Repetition is a much more efficient way of studying as learners can spend their time reasonably. They should revise only the material they are about to forget but not waste their time on repeating something they know well.

Highly personalized learning material

The approach gives an opportunity for learners to give special attention to complicated vocabulary and concepts by means of revising. In case of knowing words, intervals between their revisions become longer automatically.

4.2 Disadvantages

Need for highly consistent and disciplined performance

To achieve good results in using this technique, students should perform review sessions in a highly consistent way. Violation of the schedule of repetitions may make it less efficient.

Dependence on technologies that assist

To determine the appropriate interval for spaced repetition, one has to employ specific technologies that include software. This can be an obstacle for those who are not technologically literate.

Limited to the simplest learning materials

This technique works efficiently when it comes to learning certain information that can be easily

memorized. Nevertheless, when working with complex materials like grammar structures and conversations, some additional learning techniques should be used

V. HOW TO IMPLEMENT COMMUNICATIVE GRAMMAR TEACHING IN ESL CLASSES

From the 1990s onward, there has been integration of communicative language teaching approach in language classrooms. It is to be noted that communicative competence is the end goal of language teaching. This means that the curriculum and methodology must be based upon communicative practice. Prior to this, Brown (2001) argued that the use of grammatical structure in the communicative context makes it easier to understand the connection between the form and function of the structure. The issues that should be considered by grammar teachers, as stated by Brown (2001) include the following: The grammatical structures must be presented in a meaningful communicative context. The learners are motivated enough to learn the grammatical structure to be able to communicate properly once they see the connection between the structure and their everyday experience. Grammatical structures must be appropriate for the communicative purposes of the learners. This requires that the instructor regularly evaluates the needs of the learner to be sure that the instruction meets the learner's expectations. Grammatical structures must improve the learners' fluency and accuracy while communicating in English. In communicating through the language, the learner must achieve a certain balance between fluency and accuracy. Instructors should not overwhelm the learners with linguistic terminology. Use of simple and relevant terms makes it easier for the learners to understand the lesson. Finally, grammar instruction should not be rule-based but rather focus on using the grammatical structures for communicative purposes.

1. Stages of a communicative grammar lesson

Introduction: Present a variety of contexts like dialogues, songs, and stories even from real life instead of giving written examples on the board. Students will work out the grammar pattern by themselves.

Controlled Practice: Utilize various kinds of exercises like gap-filling, sentence matching, or even verb conjugations to ensure that students understand the grammar pattern.

Free Production: Encourage students to apply their knowledge through practical contexts such as role plays and interviews.

2. Some activities

The activities involved in teaching grammar through a communicative approach are numerous. They can be categorized into various types of activities such as Information Gap activities, Role-Play and Simulation activities, Interactive Games, Surveys and Interviews, Problem-Solving activities. In this paper, the author is going to describe several activities which have been carried out successfully in her own ESL classes.

Activity 1: Teaching Grammar through Listening and Reading Skills

Grammar structures are taught through analyzing the situations in dialogues, speeches or in reading texts. While analyzing the situations in this manner, the learners can identify some grammar structures under the guidance of the teacher. The students perform the roles and learn the structures well and remember them for a long time. Furthermore, performing the situations in pairs develops learners' fluency and pronunciation skills.

Here are some analyses of the activities described below. Here is an excerpt from the book *Tomato TOEIC* by Lee Hyejeong (2022):

Man: Hi Kyoko, it's Ann. What are you doing this weekend? I thought we might go hiking on Saturday.

Woman: Sounds like fun, Ann, but my sister is visiting from out of town, and I'm taking her to the art museum on Saturday.

Man: Oh, I know your sister will really enjoy the art museum. I was just there last week. The new sculpture garden is worth seeing.

Step 1: The students should work in pairs and list the grammar structures in the dialogue.

Key grammar structures to learn:

- "What are you doing this weekend?": the Present Continuous Tense in interrogative form, used to talk about a planned future event.
- "I'm taking her to the art museum on Saturday.": The structure "take someone to somewhere".
- "The new sculpture garden is worth seeing.": the structure "to be worth + V-ing".

Step 2: The students should collaborate with each other to create a dialogue using the above grammatical structures with a similar situation.

Activity 2: Learning Grammar through Text Reconstruction and Mind Mapping...

There are various ways in which grammar can be taught, including text reconstruction and mind mapping. In these ways, learners get opportunities to apply their skills and knowledge practically. Learners have been tasked to listen, transcribe and edit the announcement made by the tour guide giving instructions to his passengers on how to disembark and prepare for the sightseeing destination.

Analysis of the provided text as follows. Below is the excerpt taken from the book *Tomato TOEIC* by Lee Hyejeong (2022):

Good morning, ladies and gentlemen. This is your tour guide speaking. I hope you enjoy the cruise of Inner Harbor today. We had a beautiful day compared to yesterday. Our ship will be docking in five minutes. After we dock, please make sure you collect all your luggage and disembark the ship. Please note that our group will disembark from the right side of the ship. Go up to the north ramp until the furthest end of the platform. Then after taking the photo, we will proceed to the farmer's market."

Step 1: The learners work in pairs and transcribe the above announcement. As the learners perform this activity, they note the various grammatical structures and functional language in the tourism sector.

Functional Language

- "The ship will be docking in five minutes."
- "Please collect your belongings and get off the ship."
- "Our group will disembark from the right side."
- "Go up to the north ramp until the furthest end of the platform."
- "After taking the photo, we will proceed to the farmer's market."

Step 2: Students should engage in a classroom activity aimed at drawing mind maps that would display formulas and usage examples of the structures mentioned in the announcement.

Step 3: In pairs, students refine the announcement and make changes in it so that it becomes a new type of announcement. There are several ideas offered by the teacher to refine the announcement and turn it into the following types of announcements: announcements of the flight takeoff/landing, announcements of ships' departure/arrival, announcements of train and bus departure/arrival, announcements about checking in/out at hotels, announcements about sightseeing places visits, etc.

Activity 3: Implementation of Grammar Instruction Using Pair Work, Group Work and English Clubs

The implementation of grammar instruction is achieved using pair work, group work and English clubs to guarantee the engagement and competition in the process of learning. Regarding the author's modules of English language teaching, it should be noted that the process of grammar learning involves such activities as presentations, video making, drama and other. This way, the students become actively involved in studying the language through the process of researching and presentation of information. As a result, they memorize things better and longer, but not through boring lectures. What is more important, this activity generates pleasure and good mood and brings lecturer-student relations much closer. From the perspective of the whole university, the acquisition of English grammar involves the use of English clubs and peer learning pairs/groups to promote students' full involvement in the process and use their maximum potential beyond class hours. Such activity allows students to gain additional experience and skills. Cooperation with peers for completion of tasks helps students learn to work together and be responsible. Gifted students have an opportunity to improve their skills, whereas low achieving ones can develop.

Activity 4: Teaching grammar with Dictogloss

While grammar lessons can be perceived as some sort of outdated rote learning of grammatical rules, there is a great alternative called Dictogloss (or grammar dictation). This technique was created in 1990 by Ruth Wajnryb and there have been plenty of studies done on the topic since then. To quote Vasiljević (2010): Dictogloss is a privation task whereby learners listen to a short passage, make notes of its essential elements, and collaboratively attempt to reconstruct the text. Of course, this is no average spelling test since it incorporates theoretical grammar into the process of communication. It becomes particularly appealing because the learners are involved emotionally as well as intellectually. The activity is characterized by co-operation within the group and responsibility of the group members towards each other. They understand that they will

need each other to reach a common goal. It totally changes their perception of group work, making them participate in discussions, negotiations and problem solving. According to the research carried out by Nguyen Thi Hang (2017), students using Dictogloss showed great success in acquiring their knowledge. While it brings certain difficulties for the teacher, it allows students to take all the pressure off the grammar part of learning process. It makes learning fun and interesting. Following the early version by Wajnryb (1990), the following steps should be taken in the Dictogloss technique:

Step 1 - Preparation: Indeed, preparatory stage with the introduction of relevant concepts and vocabulary by the teacher makes the listening process easier.

Step 2 - Dictation: The teacher pronounces the short text at normal speed for two or three times. At the first stage of listening, students are not writing anything except for getting the overall idea of the text. Next, students write down the key elements and vocabulary of the text that will serve as the basis for the reconstruction of the text.

Step 3 - Reconstruction: Students form groups of 4-5 people and try to reconstruct the text based on the notes they made during the dictation.

Step 4 - Adjusting: Students, with the help of the teacher, analyze the texts they reconstruct and correct possible mistakes.

3. Assessment Procedures

In a communicative grammar class, the teachers do not assess learners only based on their ability to demonstrate grammatical skills but on their ability to use the language in real communicative settings. Thus, the goal of assessment in communicative grammar classes is to measure to what extent and in what ways learners can utilize their grammatical skills. This implies that the assessment process should be continuous and multifaceted.

3.1 Formative Assessment

Formative assessment is the process of observing how learners perform during various activities including working in pairs, in groups, role-playing, discussing, solving problems, or engaging in other communicative activities. In this case, the teacher observes the degree of participation, cooperation, initiative, and development of the learners when performing these tasks. In addition to providing constructive feedback on the positive and negative aspects of the performance of the learners as well as their attitudes after every class session, the teacher encourages peer assessment and self-assessment among learners.

3.2 Performance-based Assessment

Performance-based assessment implies carrying out activities during the lessons, giving homework tasks, making presentations, taking part in discussions, completing learning projects, writing compositions or other similar communicative tasks. Performance-based assessment deals with the evaluation of the extent to which the students use grammar properly in Q&A tasks, information exchange, ideas presentation, and situation handling in real life. At the same time, the teacher evaluates how well grammar elements, vocabulary, pronunciation, and the four language skills – listening, speaking, reading, and writing are combined into a coherent communicative picture. Evaluation consists not only in the evaluation of the accuracy of the application of grammatical structures but also in such factors as the naturalness of speech, its appropriateness to context, interactivity, and message effectiveness. Thus, the students are encouraged to view grammar as a means of communication.

3.3 Rubric

Furthermore, the teacher can use the rubric assessment that include the following criteria: Grammatical correctness and diversity of grammatical structures; Appropriate use of language; Fluency and interactive competence; Collaborative and communicative abilities. Using the rubric assessment makes the process of assessment objective and consistent. Also, the rubric provides the students with some practical information for developing their grammatical skills in the future.

VI. CONCLUSION

English grammar plays a fundamental role in the acquisition of language skills, especially communicative competence. Therefore, both the learners and teachers are recommended to enhance their awareness of the importance of grammar and design appropriate strategies to acquire proficiency in the English language. Under the present educational reforms, communicative approaches in teaching the language are becoming popular and should be expanded. Such an approach not only contributes to creating an encouraging

and active learning environment but also allows learners to apply the knowledge about grammar in real life communicative contexts, not only memorize rules. Moreover, the inclusion of communicative activities, collaborative learning, technology use, and variety of assessments will help learners increase learning motivation and interaction, as well as develop their linguistic thinking.

Nowadays, the communicative grammar teaching has been used in English courses modules directly taught by the author, resulting in good outcomes. The learners have shown increased independence in the learning process, participated actively in communicative activities and better used grammatical knowledge in practice. In the future, the author expects that the approach will be further developed and widely used at different educational levels in Vietnam and around the world. Meanwhile, collaboration between education establishments, teachers, and educational managers is required in creating curriculum, compiling learning materials, conducting training sessions, and innovating tests and assessment methods aimed at developing communicative competence

REFERENCES

- [1]. Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Addison Wesley Longman.
- [2]. Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83–107.
- [3]. Fotos, S., & Ellis, R. (1991). Communicating about grammar: A task-based approach. *TESOL Quarterly*, 25(4), 605–628.
- [4]. Khuong, T. H. C. (2017). Communicative English grammar teaching to high school learners in Vietnam. *Ho Chi Minh City Open University Journal of Science – Social Sciences*, 7(1), 3–20.
- [5]. Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Thomson/Heinle.
- [6]. Lee, H. (2022). *Tomato TOEIC*. Ho Chi Minh City General Publishing House.
- [7]. Luong, Q. A. (2024). Teaching grammar to non-English major students through the communicative approach. *Journal of Educational Equipment*, 1(314).
- [8]. Myhill, D. A., Jones, S. M., Lines, H., & Watson, A. (2012). Re-thinking grammar: The impact of embedded grammar teaching on students' writing and students' metalinguistic understanding.
- [9]. Nassaji, H. (2010). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context*. Routledge.
- [10]. Nguyen, T. H. (2017). *Tang cuong hieu qua day va hoc ngu phap Tieng Anh bang phuong phap Dictogloss* [Enhancing the efficiency of English grammar teaching and learning through Dictogloss method]. Second Class International Education Center – Thuyloi University. <https://sie.tlu.edu.vn/dao-tao/tang-cuong-hieu-qua-day-va-hoc-ngu-phap-tieng-anh-214>
- [11]. Nguyen, T. L. H. (2024). The importance of teaching English grammar and effective solutions for teachers in teaching English grammar. *Journal of Psychology and Education*, 1, 49–52.
- [12]. Nguyen, V. M. (2021). Positive effects of video-based projects on the communicative English grammar lessons. *International Journal of Language and Literary Studies*, 3(3), 54–68.
- [13]. Noonan, F. J., III. (2004). Teaching ESL students to "notice" grammar. *The Internet TESL Journal*, 10(7). <http://iteslj.org/Techniques/Noonan-Noticing.html>
- [14]. Pham, H. Y., Pham, M. K., Hoang, T. T. H., & Nguyen, T. B. H. (2025). Teachers' perceptions of communicative grammar teaching. *Journal of Science and Technology (Hanoi University of Industry)*.
- [15]. Qasserras, L. (2023). Systematic review of Communicative Language Teaching (CLT) in Language Education: A balanced perspective. *European Journal of Education and Pedagogy*, 4(6), 17–23.
- [16]. Richards, J. C. (2006). *Communicative language teaching today*. Cambridge University Press.
- [17]. Rossiter, A. (2021). The importance of grammar. Linguapress. <https://linguapress.com/grammar/importance>
- [18]. Ur, P. (1991). *A course in language teaching*. Cambridge University Press.
- [19]. Vasiljevic, Z. (2010). Dictogloss as an interactive method of teaching listening comprehension to learners. *English Language Teaching*, 3(1), 41–52. <https://doi.org/10.5539/elt.v3n1p41>
- [20]. Vu, T. T. N. (2024). Teaching grammar to young learners: A functional approach example. *VietTESOL International Convention Proceedings*.
- [21]. Wajnryb, R. (1990). *Grammar dictation*. Oxford University Press.