

**A Qualitative Survey of English Language Teachers' Perception
of Grammar in Communicative Language Teaching and its
Reflection in the Newly-developed High School English
Coursebooks**

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Teaching grammar in English language teaching (ELT) is considered one of the controversial issues which, due to the advent of new approaches in ELT, has experienced ups and downs. After the emergence of Communicative Language Teaching (CLT) and its undeniable expansion, teaching or not teaching grammar is still a controversial issue. Thus, this study attempted firstly to study the rationale behind applying grammar in CLT. Then, because of inclusion of grammar in the newly-developed CLT-based English coursebooks, it tried to survey the teachers' perception of the topic. Doing so, using a qualitative method and through a focus group, eight teachers were interviewed. The findings revealed that the teachers are strongly influenced by a common misconception that teaching grammar does not fit in CLT. For the purpose of implementing the new approach in Iranian high schools, the results are indicative of the necessity of training of teachers on the topic.

Key words: Grammar, Communicative Approach, English Coursebooks, Teachers' Perception.

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