"Optimizing Post Structuralism to Integrate Function and Structure in English Grammar: A Comparative Study of Structuralism and Post Structuralism"

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Abstract

The aim of this research is to explore the integration and effects of Structuralism and Post structuralism theories in English grammar teaching-learning process, focusing on the influence on teaching methods and students' outcome. Structuralism highlights a rule-based approach to language, focusing on accuracy and form through drill like repetition and clear teaching of grammar. On the other hand, post-structuralism offers a more flexible approach, emphasizing the significance of context and communication in grammar teaching, promoting student-centered approach that relates grammar to real life context. A quantitative approach has been employed in this study, and analyzed data collected from 18 x questionnaires from the students of NUML ELT department. Consequently, the results show that Structuralism less assists students in comprehending grammar rules effectively. While post-structuralism does promote their ability to use grammar and apply them in various contexts and has more learnings prospects. Therefore, the research suggests that there is a need to develop an integrated model from both the model of Structuralism and the Post-structuralism to form a better teaching/learning approach for English grammar.

Key words: Comparison, Structuralism, Post Structuralism, English Grammar, ELT

Introduction

The role of grammar in English Language Teaching (ELT) has experienced significant revolution which has also highlighted ongoing discussions about the most effective methods to improve grammar teaching and learning. The traditional grammar teaching (structuralism) often separates structure rules from their functional uses; therefore, learners can narrate rules but struggle with practical application. The arrival of post structuralism and its usage rather frequent usage in ELT classrooms has initialized the approach to learn grammar functionally rather than just focusing on the structure. Subsequently, the optimization of post structuralism has mobilized the importance of functional aspects through the ready reckoner resources available, and post structuralism has also contextualized the rule of active learning evolving to keep up with the ever-changing space in grammar learning & teaching. Key contributors to Structuralism include Ferdinand de Saussure (1857–1913) who established the foundation of language as a system of signs and relationships, influencing grammar teaching as a rule-based structure, and Leonard Bloomfield (1887–1949), whose work on linguistic forms and experiential methods shaped behaviorist approaches in language pedagogy. Noam Chomsky (1928–Present) further advanced structuralist ideas through his theories of syntax and generative grammar, emphasizing the importance of deep structures in

language. In contrast, post-structuralism is largely shaped by thinkers like Jacques Derrida (1930–2004), who introduced the concept of deconstruction, challenging fixed meanings and highlighting the fluidity of language, and Michel Foucault (1926–1984), whose work on power and discourse influenced the view of language as context-dependent. Other key figures include Roland Barthes (1915–1980), who explored semiotics and the shifting nature of signs, Julia Kristeva (1941–Present), with her focus on intertextuality and the social function of language, and Mikhail Bakhtin (1895–1975), whose theories on dialogism emphasized language's dynamic and interactive nature. Together, these theorists shaped the shift from rigid, rule-bound grammar instruction to a more flexible, communicative, and context-driven approach. Structuralism has its origin in linguistics, and it is the assumption that the fundamental relationships in any science are found within the organization of its parts. To understand the whole, it is necessary to understand the parts, translating to all forms of life fields where structure becomes the key concept. The most sophisticated form of structuralism is the modern scientific analysis of the fundamental levels of nature developed in the three fields of physics, biology, and neurology. The structuralist approach in linguistics comes from structuralism in the scientific domain. Many of the concepts are taken from the structuralist introduction to the elementary propositions of the semantic networks, which form an essential component of communication between man and machine. Post-Structuralism is an approach to literary criticism associated with the late French philosopher and the Cambridge philosopher and critic. Post-structuralist critics are particularly interested in language games and are mainly concerned with texts. These critics are skeptical about traditional assumptions of philosophy, and many of them question the objectivist view of truth. The post-structuralists can be identified as resisting essentialist and totalizing notions. Borrowing from structuralists, however, the post-structuralists hold that presence is not the whole character of being; absence is there too. What makes 'structuralism' and 'post-structuralism' so important in the philosophy of science and its applications in English language teaching and learning is that they are positioned beyond purely methodological concerns because acting upon them influences fundamental language teaching and learning practices. Moreover, the principles of 'structuralism' provide instructive guidance for English language teachers and learners. As we are in an age where different perspectives and theories about teaching and learning are not neglected, we need to know about the different sides of methods, particularly what lies underneath their popularity. Individuals who are supposed to have 'properly' completed a method application might be labeled as experts in the language acquisition process, probably the 'real owners' of the language, whereas they are owned by the method being employed. Post structuralism has also a link with communicative Language Teaching (CLT). CLT developed in the 1970s as a response to old-style, structure-focused approaches like the Grammar-Translation Method and lecture based, which were criticized for ignoring meaningful language use. CLT arranges communicative competence, highlighting the capacity to carry and infer meaning in actual situations over the rote memorization of grammatical rules (Littlewood, 1981). During the early years of the second half of the 20th century, there were a few linguists, particularly in Europe, who began to entertain doubts and to question the very basis and clarity of much of their study of language. There was an atmosphere and a mood of skepticism and re-evaluation, not just about language or linguistics, but about the meaning and processes of understanding as well. A serious examination and re-evaluation of the tasks and methods of any discipline must at least imply a return to its origins and a review of what they have contributed to its present status. This could be done by a close and objective examination of the developmental stages of the discipline and the trends of thought that have led to its present state.

The historical development of traditional linguistics during its early and formative stages was characterized by a persistent straining and searching for a scientific status, which eventually lay in the concept of the structural principle of organization. Until that time, the philosophy of linguistic idealism had dominated the scene. Such philosophical speculations about linguistics and the related sciences were generally vague and of little structure or substance. However, some of the idealist orientations and preoccupations could still be observed sporadically among the early statements of a few eighteenth-century thinkers who sought to interpret and explain linguistic, physiological, and sociological phenomena as they may have seemed feasible to some of the armchair scientists of the time. The various dictionary definitions of these terms, among which we can count structuralism and behavioralist, can be considered as no more than a means of labeling a few modes of linguistic analysis and linguistic behavior without any theoretical substance that transcends their immediate application. The present study is an attempt to analyze conflicting models of teaching English grammar: structuralism and post-structuralism. This is done by drawing out broad principles implied in both structuralism and post-structuralism and comparing the two. The first part of the paper discusses important concepts of structuralism and post-structuralism in general, and in teaching English grammar specifically. The second part of the paper is a comparative analytical study of structuralist and post-structuralist implications regarding teaching English grammar. The concluding part provides a summary of the study.

Through structure, the great distinction between structuralism and post-structuralism arises. In structuralism, structure is a stable, organized system. Minds construct this system. In this school of thought, any phenomenon, whether natural or artificial, can be observed only in terms of its relationship with other phenomena, which are all structures. The patterns of relationships between these phenomena constitute the structure. They are the subject matter of scientific understanding. When minds structure the world, structure is universal. Minds always impose the same pattern of coordinated relationships observed as structure. Therefore, structure is a stable, organized system, observed through coordination by universal patterns of relationships. Structure has the same pattern, such as some intuitively given principles of good organization, for those systems.

Research Objectives
1. To improve the efficiency of teaching grammar while optimizing Post structuralism through functional and applied way to those students who learned grammar previously focusing structuralism.
2. To Enhance Communicative Competence of both teachers and Students aligned with latest trends following post structuralism.

Research Questions
1. How can integration of structure and function in grammar be optimized through post structuralism to enhance communicative language pedagogy in English Language Teaching (ELT)?
2. How can post structuralism create balance between grammatical structure and function to monitor a communicative approach in English Language Teaching (ELT)?

Research Problem Statement
In spite of progressions in grammar teaching, there remains a considerable challenge in effectively using grammar in a way that integrates both function and structure. Traditional grammar instruction often highlights rote memorization of rules and isolated practice, which can lead to a lack of contextual understanding and practical application. Equally, communicative approaches

sometimes neglect the systematic study of grammatical structures, resulting in learners who can communicate but with limited accuracy and complexity. This research follows to address this gap by exploring how an integrated approach to grammar instruction where one can combines functional usage with structural understanding. The study also examines the effectiveness of this complete approach in improving both the accuracy and communicative competence of language learners. Gradually, when the talk is emerged on the advancement and post structuralism integration in grammar, and the role of function and applied grammar is highlighted, there occurs a contradiction in cognitive domain of the learners. This research fills this gap and becomes a bridge between structure and function.

Significance of the Study

This study aims to compare structuralism with post-structuralism with regard to their views about teaching English grammar. The study is also significant in that it provides an understanding of how grammar is still being taught by means of structuralism today, despite the detailed criticisms post-structuralism has set forth. Moreover, although almost all crucial issues about teaching English grammar might seem to have been already covered, not all existing aspects of this theme have been analyzed from the perspective that structuralism and post-structuralism reveal in this study. The ultimate aim of this study is to serve academic and non-academic staff teaching English as a second language with the fact that teaching methods are technicist and to increase the consciousness of a paradigm shift or a successor theory in language learning and teaching.

Literature Review - The Evolution of Grammar Teaching

Over the past many years, the role of grammar in language teaching has been extensively discussed. Old methods that highlight structural form have been increasingly challenged by the growth of communicative and ordinary methods, which argue that language learning is more effective through contact to meaningful input rather than traditional grammar teaching. The evolution of grammar teaching has observed a shift from traditional inflexible approaches to more dynamic, communicative methodologies. Primarily, grammar teaching was dominated by the Grammar-Translation Method, emphasizing the rote memorization of rules and vocabulary, often separated from communicative settings (Richards & Rodgers, 2014). This structural focus, while promoting accuracy, was criticized for its incapacity to promote fluency and language use (Larsen-Freeman, 2001). Similarly, Communicative Language Teaching (CLT) emerged in the 1970s, supporting for functional grammar teaching that arranges meaning and context over form (Littlewood, 1981). However, CLT faced disapproval for ignoring grammatical accuracy, leading to errors that continued among learners (Swan, 2005). This driven the development of Form-Focused Instruction (FFI), which mixes grammar into communicative practice, linking the gap between accuracy and fluency (Ellis, 2006). More lately, the increase of technology has transformed grammar teaching, enabling easy, data-driven methods that provide to individual learning needs (Li & Cummins, 2019). These tools combine structural and functional aspects, offering learners contextualized, interactive, and modified grammar instruction. This growth repeats a continuing effort to balance form and function, talking learners' needs for both communicative competence and grammatical accuracy in varied contexts.

Historical Discussion on Grammar Teaching

Over the past 30 years, grammar teaching has been a highly argued issue in language learning. Traditional methods, which stress structural form, have been gradually questioned with the rise of communicative language teaching (Allwright, 1979) and "natural" methods (Krashen & Terrell,

1983). These fresher methods challenge the primacy of traditional grammar teaching, with some supporting a "zero position," arguing that teaching grammar does not necessarily correlate with grammar learning (Krashen, 1982). The history of grammar teaching has a journey through developing educational examples, formed by shifting linguistic theories and educational priorities. In its earliest form, grammar teaching was rooted in strict traditions, as seen in the Grammar-Translation Method (GTM) leading in the 19th and early 20th centuries. This method highlighted memorization of rules, vocabulary, and translations, pointing to adoptive reading and writing skills in classical languages like Latin and Greek. While effective for structural understanding, GTM neglected oral proficiency and practical application (Richards & Rodgers, 2014). The mid-20th century Grammar was taught through pattern drills and repetition, focusing on accuracy and habit formation. However, this approach was criticized for its mechanical nature and lack of emphasis on communicative competence (Larsen-Freeman, 2001). A significant shift occurred in the 1970s with the arrival of communicative language teaching (CLT) using language in meaningful contexts, highlighting fluency over strict grammatical rules (Littlewood, 1981). In recent periods, grammar teaching has required a balance between structure and function, integrating obvious instruction with communicative practices. The rise of form-focused instruction (FFI) and technology-driven methods reflects ongoing efforts to address learners' dual needs for accuracy and fluency (Ellis, 2006). The historical course of grammar teaching highlights a lasting effort to align theoretical insights with practical teaching needs, accommodating the complexities of language learning in diverse contexts.

Communicative Language Teaching and Grammar

The communicative approach arranges natural language use and practical communication over structural grammar rules. Krashen and Terrell (1983) support this approach, affirming that language learning is most effective when learners are exposed to understandable input in the target language. This allows learners to adopt grammatical structures naturally, develop confidence in real-life communication. Howatt and Widdowson (2004) also emphasize fluency and natural linguistic understanding without formal syntax instruction, aiming to build learners' confidence in communicative situations. In CLT, grammar is not taught in isolation but is combined with communicative activities. This reproduces a functional approach, where grammar is learned through its use in meaningful contexts rather than through plain rule instruction. For instance, learners might involve in role-plays, discussions, or problem-solving tasks where they use grammatical structures incidentally while focusing on communication (Richards & Rodgers, 2014). However, the role of grammar in CLT has been a point of discussion. Critics argue that while CLT promotes fluency, it often oversees accuracy, leading to determined grammatical errors among learners (Swan, 2005). To address this, contemporary CLT joins form-focused instruction (FFI), which integrates clear grammar teaching within communicative tasks. This balance helps learners comprehend grammatical forms while emerging their ability to use them in context (Ellis, 2006). Thus, CLT has redefined grammar teaching by placing it within meaningful communication, directing to develop learners' overall proficiency while upholding a focus on applied learning.

Focus on Form

Despite the shift towards communicative methods, there has been growing support for including a "focus on form" into language curricula (Doughty & Williams, 1998). This argument rises from research indicating that purely natural language learning may not lead to advanced levels of grammatical and sociolinguistic competence. A balanced approach integrating grammar within a

communicative curriculum is proposed to ensure both fluency and grammatical accuracy. Form focuses the different usages of the concepts in grammar where a one individual identity can be used in deferent for and situation. For instant, A verb can be used as an adjective in the case of participle adjectives and this proves the study that how a form can perform different functions and different aspects of the grammar can be advanced in this regard.

Pedagogical Foundations and Criticism of Traditional Methods

Traditional grammar instruction, fixed in classical language education, focuses on rule-based learning and translation from the learners' native language (Richards & Rodgers, 2014). However, this method is often disapproved for its limited emphasis on communicative competence. Lightbown and Spada (2013) create that learners in communicative programs frequently outpace those in grammar-centric settings, particularly in terms of fluency and practical language use. Conclusively, grammar teaching in ELT has grown from traditional, rule-based methods to more communicative approaches that order practical language use. Early methods focused merely on memorizing grammatical structures. However, with the rise of applied and communicative language teaching. these traditional practices have been gradually challenged. Over the period of time, research has revealed that while natural language acquisition is important, a stable method that includes both traditional grammar and communicative practice is necessary for achieving desirable goals.

Research Methodology

A quantitative research design is be used, as the primary data collection tool to investigate the integration of grammar teaching within Communicative Language Teaching (CLT). The questionnaires are designed to understand both teachers' and learners' understanding on the balance between grammatical accuracy and communicative fluency in the classroom. The questions also include a mix of closed & open-ended matters. This method has been chosen for its capability in collecting data from a larger sample, ensuring the findings are generalizable to broader contexts. A pilot analysis was conducted and the responses were analyzed statistically to identify trends, relations, and differences in attitudes or practices, providing a comprehensive understanding of how grammar is integrated into modern practices.

Theoretical Underpinning

Stephen Krashen's theories, mainly the Input Hypothesis provides reasonable reflections into enhancing function for integrating structure and function in grammar teaching within ELT through the lens of structuralism and post structuralism Krashen's Input Hypothesis proposes that learners acquire language most effectively when they are showing to clear input somewhat beyond their current proficiency level. In the light of this study, Post structuralism can be deliberate to deliver targeted, level-appropriate grammar content. While Krashen's theories highlight natural acquisition over simple teaching, they align with the study's aim of merging functional fluency with grammatical correctness. Post structuralism systems can mix Krashen's principles by arranging meaningful communication while delicately supporting grammatical structures, ensuring that learners acquire grammar through usage without feeling over used by rules.

Data Collection

Sample/pilot research was conducted on the student insights and difficulties in Learning English Grammar in a Non-Native Context. Data was selected from NUML students enrolled in English language. 18 x questionnaires were used a sample selected using random sampling to ensure representation across different proficiency levels. An organized questionnaire with both closed and

open-ended questions were made to capture the data. Closed-ended questions were designed to device the number of difficulties on a scale (1-5). 2 x Open-ended questions were designed to allow students to elaborate on specific challenges and provide suggestions

Nature of Data

The data collected in this study is principally quantitative, resulting from structured questionnaires achieved from participants. The quantitative data allows for statistical analysis, such as recognizing patterns and associations, while the qualitative responses add complexity to the findings by highlighting contextual factors and individual experiences. This mixed nature of the data supports a comprehensive examination of the research questions, ensuring both scope and depth in understanding the role of grammar in CLT. The data includes numerical responses to questions, providing measurable insights into participants' attitudes, beliefs, and practices regarding grammar instruction within Communicative Language Teaching (CLT). Conclusively, the dataset includes qualitative elements from open-ended questions, capturing perspectives and detailed feedback.

Data Analysis

Figure 1: Q 1. How do you rate your understanding level of English Grammar?
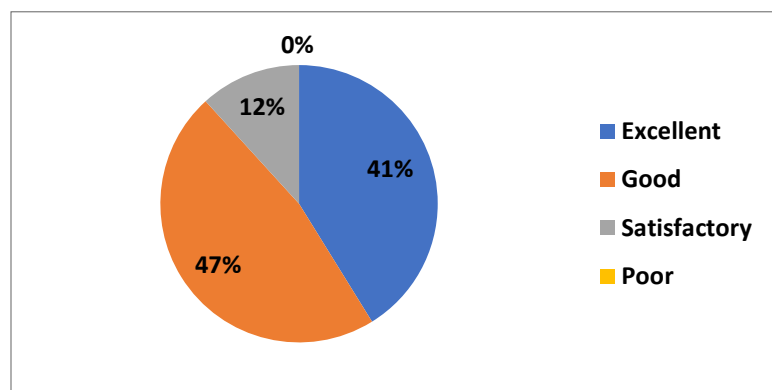
Analysis of Figure 1: Rating of Understanding Level of English Grammar

Figure 1 is a pie chart demonstrating how respondents rate their understanding level of English Grammar. The chart comprises four groups: Excellent, Good, Satisfactory, and Poor. Below is a detailed analysis of the distribution of responses:

Excellent (Blue Segment 41%) - The largest segment of the pie chart is blue, signifying that an important quantity of respondents rates their understanding of English grammar as "Excellent." This submits that a sizable number of students feel self-assured in their grammar skills and have a high level of ability. Good (Red Segment 47 %) - The second-largest section is red, on behalf of those who rate their understanding as "Good." This specifies that a considerable portion of respondents feel they have a compact understanding of English grammar, though not as confident as those in the "Excellent" category. This group likely feels comfortable with most grammar concepts but may have room for improvement. Satisfactory (Green Segment 12 %) - The green division shows respondents who rate their understanding as "Satisfactory." This smaller portion of the chart shows that some students feel their understanding is adequate but not particularly strong. These students might need additional support to reach higher proficiency levels.

Poor (Purple Segment) - Nil

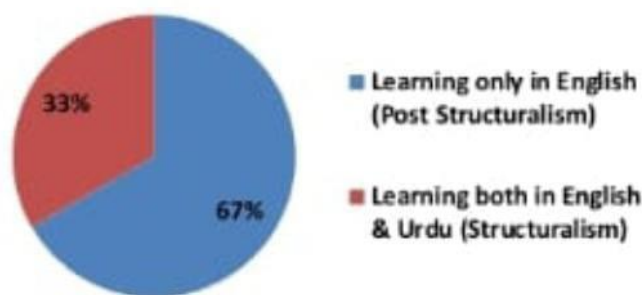Figure 2: Q 2. What is easier to understand while learning Grammar?

Figure 2 shows the comparison between two approaches to learning grammar
1.   Learning only in English (blue section)
2.   Learning in both English and Urdu (red section)
The Blue section (67%) represents a larger portion of the pie chart, suggesting that a greater number of learners find it easier to learn grammar when they are taught only in English. The Red section (33%) which is smaller indicates that fewer learners find it easier to learn grammar when it is taught in both English and Urdu. Based on this data, it can be inferred that learning grammar solely in English is easier for more people compared to learning it in both English and Urdu. Learning grammar solely in English tends to be easier for many learners compared to combining it with the Grammar Translation Method (GTM) because it adopts direct contact to the target language, allowing learners to assume grammatical structures naturally. Teaching in English often contextualizes grammar, showing its practical use in communication, but in GTM, which focuses on only rules and translation, making the language feel disconnected from practical application.
Q3: Do you feel difficulty in learning grammar if the teacher is only delivering the lecture and not involving you in activities?

Responses are as under:
No.   Response
01   Yes, if teacher use activities, we can learn more
02   Activity based learning is good
03   Like activities
04   No teacher is good
05   I am learning
06   I am improving with activities
07   Good activity learning
08   I improve through discussion
09   I don't feel difficulty in learning Grammar Teacher teach us with very good ways. Teacher are very cooperative
10   I will facing difficulty in vocabulary and listening in Grammar class
11   I am not facing difficulty in learning grammar class because my vocabulary and listening skill is very strong
12   I do not feel something about grammar difficulties when teacher. Plz I request you in NUML university in speak above class English in urdu both.
13   I do not feel something about grammar difficulties when teacher. I face the difficulties in much grammar in English so, plz teacher speak both English and urdu the students.
14   No, I not feel any difficulties when teacher's lecture is in English only.
15   I do not feel difficulties because my speaking is good. But little bit difficulties in English

writing.

16   No, I don't feel any kind of difficulty to learning Grammar in English. In another words I like and enjoy to learn in English

17   I do not feel any difficulty in learning Grammar, if the teacher lecture in English

18   No

Detailed Thematic Analysis:

Themes   Code

More learning if teacher is teaching through activities   Responses: 01, 02, 03, 06, 07, 08, 09, 11, 16, 17, 18, 14

Minor Difficulties in Grammar: Responses: 05, 10, 15

Q.4.   What specific challenges did you face while learning Grammar in Urdu, particularly before joining NUML?

Responses are as under:

No   Response

01   Actually, before joining NUML, I faced a lot of challenges learning Urdu like vocabulary, Tenses, pronunciation spelling rule

02   Actually, before joining NUML grammar, I faced lot of challenge in learning tenses, writing, skill and vocabulary also in pronunciation.

03   Actually before joining NUML, I faced lot of challenges in learning grammar like vocabulary, Tenses, writings, skills and also in pronunciation

04   I have not learn before its my first time in any university that's why I face difficulties even I don't no a single word but now am better to everything Thank you NUML

05   The specific challenges I always facing with is the words of Urdu I don't really understand the written form of something in Urdu as compare to English

06   My vocabulary was not good when I join NUML courses it helps me to improve my vocabulary.

I had faced Grammar issues before joining NUML like I had was confused about verbs and nouns every time.

07   I did not face any type of difficulty while learning Grammar in Urdu because Urdu is my native language that's why I always understand Urdu grammar easily

08   When I learn Grammar in Urdu so many things were mixed and it makes the learning process difficult

09   Actually, in the beginning there were many difficulties but as soon as it will be clear. I learnt English grammar easily

10   I am not facing challenges learning Grammar in urdu. I understand in urdu Grammar well but not listening the Grammar in English but no problem I will try to understanding well.

11   I am facing many challenges in Grammar before joining NUML because my vocabulary is not stronger

12   I Feel not good in before NUML university then I got much more vol feel but I feel good in my speaking then I not face learning grammar class in urdu. But am not a speaking well in English

13   First of all teacher is a good teacher in NUML. Teacher is like teacher they should speak in class a English in students. Then I face learning grammar in urdu is well

14   I face many Grammar problems. Because everybody said it just forced on your goal, marks etc But according to me this is (raata system). Grammar is very important this depend on based. Many of students face grammar problem and also me including this list

15	Before Joining NUML little bit challenges for learning Grammar in Urdu. Like complexity context and Languages
16	Before joining NUML I felt a little bit difficulty while learning Grammar in urdu because from childhood my internet was in English So in my mind urdu is difficult to learn grammar
17	I never faced any challenge while learning grammar in Urdu
18	Nil

Detailed Thematic Analysis:

Themes   Code

Vocabulary Challenges   Responses: 01, 02, 03, 05, 06, 11

Grammar and Tenses   Responses: 01, 02, 03, 06, 11, 14, 15, 1

Pronunciation and Spelling   01, 02, 03

Ethical Consideration

The ethical considerations in this research on optimizing post structuralism to integrate structure and function in grammar teaching would include the informed Consent of all participants involved. Confidentiality and Privacy of participants will be protected, particularly if any personal data (e.g., learning progress, demographic information) is collected. Data will be used without naming any of the participants.

Discussion

The majority of students do not face difficulties when learning grammar in English-only lectures, characteristic of a good level of skill with English. However, there are minor problems related to specific syntax aspects, vocabulary, and writing skills. A minority of students prefer fluent instruction, naming challenges in fully understanding grammar concepts when taught solely in English. This proposes a need for a custom-made method that reflects both skill levels and separate student favorites for best learning products. The respondents faced a variety of challenges while learning Urdu grammar before joining NUML. The most common difficulties were related to vocabulary, grammar and tenses, and pronunciation and spelling. Some respondents also struggled with writing skills and lacked prior contact to the language. A division of respondents did not face significant challenges, often due to their native fluency. The comparison with English grammar and comments on teaching methods highlighted additional factors affecting their learning experience. The respondents also specified a variety of encounters in learning grammar before joining the National University of Modern Languages (NUML). Among the most frequently cited difficulties were issues with vocabulary learning, as many learners found it challenging to enlarge their vocabulary in a new language. Grammar and tenses also painted important difficulties, with respondents' complexity to grip the structure of sentence formation, verb formation, and tense differences, which differ meaningfully from those in their native languages, particularly English. Some respondents also emphasized difficulties with writing skills. They faced challenges in keeping correct letter formation, spacing, and understanding the rules of writing. In few cases, a group of respondents who did not report significant challenges in learning grammar. These learners had an easier time familiarizing to the grammar rules and the details of the language. A comparative analysis with English grammar is showing further insights into the respondents' struggles. The difference in grammatical structures. Moreover, comments on teaching methods indicated that the teaching methods working prior to joining NUML did not always meet the learners' needs. Traditional, rule-based methods were often quoted as ineffective. This reinforced the need for more communicative and interactive teaching strategies that focus on both grammatical accuracy and

functional language use. Collectively, these challenges underline the complexity of learning a new language and point to the importance of familiarizing teaching methods to address the varied needs of learners.

Conclusion

This study aims to assess the effectiveness of teaching grammar through communicative way of teaching and post structuralism usage. In an age where technology increasingly forms educational practices, optimizing post structuralism to integrate both structural and functional aspects of grammar presents a transformative opportunity for English Language Teaching (ELT). This research proposal aims to address the gap in current educational practices by discovering how post structuralism can link the division between traditional structure-focused instruction and functional, communicative methods. The findings of this study have the potential to transform language pedagogy by demonstrating how post structuralism can support educators in creating adaptive, interactive, and communicatively learning environments. By adding AI's flexibility and competence, the study aims to create advanced educational models. Moreover, it addresses the main need for a communicative approach that focuses on both accuracy and fluency. The findings of this research contribute to the developing landscape of ELT, contributing practical solutions to enhance teaching approaches and development a deeper and more meaningful engagement with language learning. In conclusion, this research pursues to link the gap between theoretical approaches to grammar teaching and their practical application in communicative language pedagogy. The research goals to create a learner-centered framework that combine both accuracy and fluency by optimizing post structuralism to integrate structural and functional aspects of grammar. The study also has outcome the potential to redesign ELT methodologies, preparing educators with innovative strategies to enhance learning. Eventually, this research is hoped to contribute to the ongoing development of language teaching.

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