Education and Social Work
ISSN Print: 3079-515X
ISSN Online: 3079-5168
https://doi.org/10.63313/ESW.9149

A Comparative Analysis of the Grammar Sections in the 2012 and 2024 Editions of PEP Junior Secondary English Textbooks

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How to cite this paper: Li, C. (2026). A comparative analysis of the grammar sections in the 2012 and 2024 editions of PEP junior secondary English textbooks. Education and Social Work, 5(1), 14–27. ISSN Print: 3079-515X, ISSN Online: 3079-5168.
https://doi.org/10.63313/ESW.9149
Published: 2026-07-08

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Abstract

Grammar plays a fundamental role in foreign language teaching, while English textbooks serve as an essential resource for grammar instruction and learning. Drawing upon the English Curriculum Standards for Compulsory Education (2022 Edition) and adopting Larsen-Freeman's Three-dimensional Grammar Framework as the theoretical lens, this study conducts a comparative analysis of the grammar sections in the 2012 and 2024 editions of the People's Education Press (PEP) junior secondary English textbooks. The comparison focuses on four aspects: the placement of grammar sections, the presentation of grammar items, the presentation of grammatical knowledge, and the design of grammar practice activities.The findings indicate that the revised edition demonstrates closer alignment with the requirements of the curriculum standards and more effectively embodies the pedagogical principles of three-dimensional grammar, integrating the dimensions of form, meaning, and use. Compared with the previous edition, the revised textbook places greater emphasis on contextualized grammar learning, authentic communicative tasks, and the development of students' pragmatic competence. Based on these findings, this study suggests that English teachers should strengthen contextualized instruction, optimize the design of grammar practice activities, and foster discourse awareness in order to facilitate students' integrated understanding and application of the three dimensions of grammar.

Keywords

Three-dimensional Grammar Framework; Grammar Section; Textbook Analysis

1. Introduction

Grammar constitutes a fundamental component of English language competence and serves as a cornerstone of foreign language teaching. Grammar instruction, therefore, plays a pivotal role in developing students' communicative competence. The English Curriculum Standards for Compulsory Education (2022 Edition) (hereinafter referred to as the Curriculum Standards) explicitly emphasize that

grammar instruction should enable students to recognize that grammatical knowledge in language use represents the integration of form, meaning, and use, and that the ultimate purpose of learning grammar is to understand and express meaning through the appropriate use of grammatical knowledge in authentic contexts.

The three dimensions of form, meaning, and use are inherently interconnected and should be treated as an integrated whole rather than as independent components. Larsen-Freeman (2003) proposed the Three-dimensional Grammar Framework, which systematically conceptualizes grammar as the dynamic integration of these three dimensions. From this perspective, the ultimate goal of grammar learning is not merely to acquire grammatical rules but to develop the ability to use grammar accurately, appropriately, and meaningfully in communication. Accordingly, grammar should be presented within meaningful contexts, enabling learners to perceive and experience language use before gradually discovering and generalizing grammatical forms, meanings, and pragmatic functions. More importantly, students should be guided to apply grammatical knowledge effectively in context to comprehend and convey meaning.

Compared with traditional grammar-oriented approaches, the Three-dimensional Grammar Framework provides a more comprehensive, systematic, and pedagogically sound perspective on grammar instruction (Hu & Liu, 2024). Guided by this theoretical framework and the requirements of the Curriculum Standards, the present study conducts a comparative analysis of the grammar sections in the 2012 and 2024 editions of the People's Education Press (PEP) junior secondary English textbooks. By examining similarities and differences in the organization and presentation of grammar instruction, this study aims to provide insights into the design of grammar sections in English textbooks, deepen teachers' understanding of grammar from a three-dimensional perspective, and offer pedagogical implications for improving grammar teaching practices.

2. The Three-dimensional Grammar Framework

In the field of language education, grammar was once regarded as a static system of linguistic rules. Under this traditional perspective, teachers typically adopted a deductive approach by explicitly explaining grammatical structures, while students were expected to master these rules through repetitive mechanical drills. Although this approach could enhance learners' grammatical accuracy, it often failed to address a common pedagogical problem: students were able to understand grammatical rules but were unable to use them effectively in authentic communication.

With the emergence of the Communicative Language Teaching (CLT) approach, grammar instruction gradually shifted its emphasis from linguistic form to communicative meaning. This meaning-oriented approach highlighted language use

and communication, giving priority to meaning over form. However, as Liu (2011) argues, an excessive emphasis on meaning at the expense of form may compromise learners' grammatical accuracy.

Reflecting on the limitations of both traditional form-focused instruction and meaning-oriented teaching, Larsen-Freeman (2003) proposed the Three-dimensional Grammar Framework, which reconceptualizes grammatical competence as the integration of form, meaning, and use. From this perspective, grammar is not merely a collection of static linguistic rules; rather, it is a dynamic language skill that develops through meaningful language use (Zhuang, 2022).

Within this framework, the form dimension concerns the structural characteristics and accuracy of language. For example, the third-person singular marker -s in English verbs represents a formal grammatical feature. The meaning dimension refers to the semantic meaning inherently associated with a grammatical form regardless of a specific communicative context. For instance, the present progressive tense generally denotes an action that is in progress. The use dimension focuses on the appropriate application of grammatical forms in authentic communication, encompassing both pragmatic functions and contextual appropriateness. In other words, speakers select grammatical structures according to communicative intentions and contextual conditions. For example, although the present progressive tense typically expresses an ongoing action, it can also indicate a planned future event when the future arrangement has already been determined (Shang et al., 2023).

These three dimensions are mutually dependent and collectively contribute to the development of learners' communicative competence. As the primary medium through which classroom instruction is implemented, English textbooks should reflect the integrated nature of grammar by simultaneously presenting grammatical structures, explaining their semantic functions, and providing authentic contexts in which learners can meaningfully apply grammatical knowledge. Guided by the Three-dimensional Grammar Framework, the present study conducts a comparative analysis of the grammar sections in the 2012 and 2024 editions of the People's Education Press (PEP) Grade 7 Book 1 English textbooks. Specifically, it examines how the two textbook editions balance the three dimensions of grammar and how their design supports the sustainable development of students' grammatical competence.

3. Organization of the Grammar Sections in the Textbooks

3.1. Placement of the Grammar Sections

In both the 2012 and 2024 editions of the People's Education Press (PEP) junior secondary English textbooks, the grammar section is positioned in the middle of each unit under the heading Grammar Focus. As shown in Table 1, the grammar section follows Section A and precedes Section B as well as the remaining

instructional components of the unit.

The placement of the grammar section reflects its integrative role within the overall unit design. In both textbook editions, Section A primarily provides linguistic input through vocabulary learning, listening activities, and dialogues, allowing students to develop an initial awareness of the target grammar in context. The subsequent Grammar Focus section then summarizes and highlights the key grammatical features introduced in the preceding materials. Finally, Section B extends students' learning through reading, writing, and other communicative activities, providing opportunities to consolidate and apply the target grammatical structures in more meaningful contexts.

Table 1. Placement of the Grammar Sections in the Previous and Revised Textbooks.

Aspects	2012 edition	2024 edition
Unit Organization	Section A → Section B → Self Check	Section A → Section B → Project → Reflecting
Grammar Section	Grammar Focus (following Section A)	Grammar Focus (following Section A)

3.2. Presentation of Grammar Items

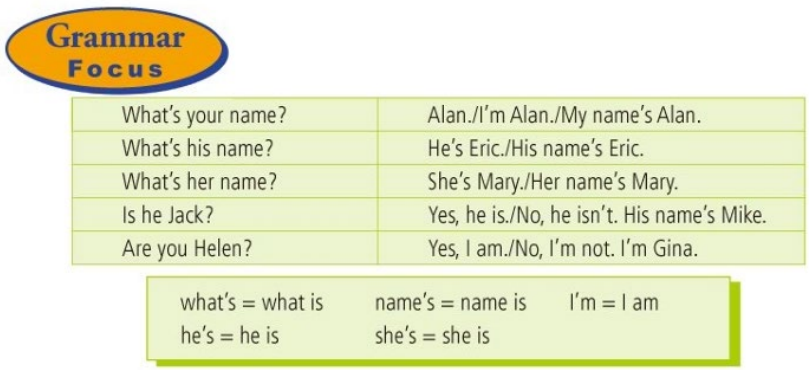
The deductive approach and the inductive approach are two widely adopted methods of presenting grammatical knowledge in English language teaching. Under the deductive approach, explicit grammatical rules are first introduced and explained by the teacher before students apply them in practice. By contrast, the inductive approach encourages learners to discover grammatical rules independently by analyzing language examples that contain the target structures.

A comparison of the two textbook editions indicates that both adopt an inductive approach to grammar presentation, although they differ in the degree to which students are encouraged to actively construct grammatical knowledge. Unit 1 is taken as an illustrative example.

First, in both editions, the target grammar points are summarized in the form of tables. This presentation enables students to review the key grammatical features covered in the unit in a clear and systematic manner while facilitating comparisons among related grammatical items.

In the 2012 edition, the target grammar is first introduced through the dialogue in Activity 1b, which provides students with an initial contextualized exposure to the grammatical structures. The Grammar Focus table immediately follows the dialogue and summarizes the major grammar points presented in Section A. After studying the dialogue, students are expected to identify and generalize the grammatical rules with the support of the summary table, reflecting an inductive approach to grammar learning (see Figure 1).

Figure 1. Unit 1 (My Name's Gina) in the 2012 Edition



Grammar Focus

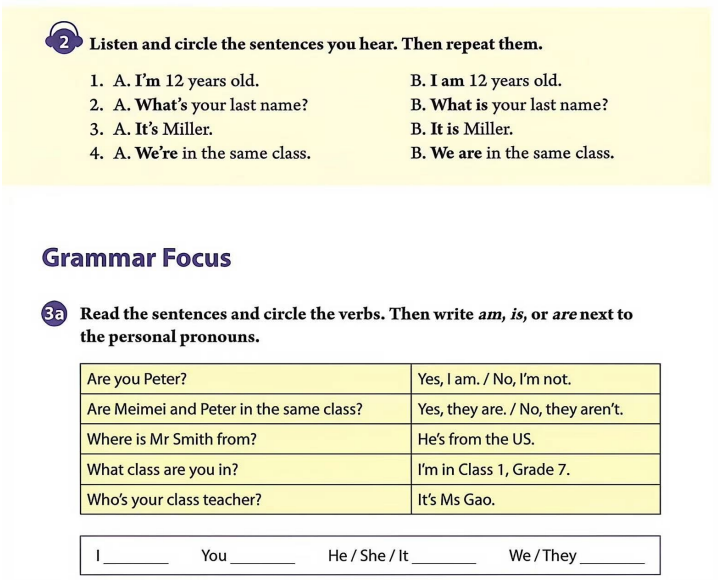
What's your name?	Alan./I'm Alan./My name's Alan.
What's his name?	He's Eric./His name's Eric.
What's her name?	She's Mary./Her name's Mary.
Is he Jack?	Yes, he is./No, he isn't. His name's Mike.
Are you Helen?	Yes, I am./No, I'm not. I'm Gina.

what's = what is name's = name is I'm = I am
he's = he is she's = she is

Similarly, the 2024 edition presents grammatical knowledge through a summary table. However, compared with the previous edition, the revised textbook adopts a more inquiry-oriented instructional sequence. Taking Unit 1 (You and Me) as an example (see Figure 2), students are first guided to observe, identify, and compare personal pronouns and their contracted forms without being explicitly provided with grammatical rules. They are subsequently required to apply the target structures in a role-play activity. Only after these exploratory learning tasks does the Grammar Focus section present example sentences containing the target structures, from which students are encouraged to infer the appropriate use of am, is, and are. In this way, grammatical rules are progressively made explicit through guided discovery rather than direct explanation.

Compared with the 2012 edition, therefore, the revised textbook places greater emphasis on students' active participation in the process of grammatical discovery instead of merely presenting grammatical rules for learners to summarize.

Figure 2. Unit 1 (You and Me) in the 2024 Edition



2 **Listen and circle the sentences you hear. Then repeat them.**

1. A. **I'm** 12 years old. B. **I am** 12 years old.
2. A. **What's** your last name? B. **What is** your last name?
3. A. **It's** Miller. B. **It is** Miller.
4. A. **We're** in the same class. B. **We are** in the same class.

Grammar Focus

3a **Read the sentences and circle the verbs. Then write *am*, *is*, or *are* next to the personal pronouns.**

Are you Peter?	Yes, I am. / No, I'm not.
Are Meimei and Peter in the same class?	Yes, they are. / No, they aren't.
Where is Mr Smith from?	He's from the US.
What class are you in?	I'm in Class 1, Grade 7.
Who's your class teacher?	It's Ms Gao.

I _____ You _____ He / She / It _____ We / They _____

Overall, both textbook editions employ the inductive approach in presenting grammar items. In each case, grammatical knowledge is summarized in tables based on the language materials introduced earlier in the unit. Nevertheless, the revised edition further strengthens learners' active engagement in grammatical discovery by providing a more scaffolded sequence of observation, comparison, inference, and application before formal rule generalization.

4. A Three-dimensional Analysis of the Grammar Sections

4.1. Overall Findings

According to Larsen-Freeman's Three-dimensional Grammar Framework, grammar encompasses not only formal structures but also semantic meaning and pragmatic use. Consequently, the framework provides an effective analytical lens for examining the design of grammar instruction in language textbooks. Guided by this framework, this section analyzes the grammar sections in the 2012 and 2024 editions of the PEP junior secondary English textbooks from the perspectives of form, meaning, and use.

The form dimension addresses the structural features and grammatical accuracy of language, answering the question of how linguistic units are organized. Grammar activities emphasizing this dimension typically highlight target structures through typographical devices such as boldface, underlining, or color, often accompanied by metalinguistic explanations or explicit grammatical rules. In grammar practice, the form dimension is commonly reflected in controlled exercises with fixed answers, including sentence transformation, substitution drills, and gap-filling tasks.

Overall, both textbook editions provide substantial coverage of the form dimension. In each edition, grammar items are summarized in tabular form, followed by exercises such as substitution practice and gap-filling activities designed to reinforce learners' mastery of grammatical structures. However, notable differences can be observed. The 2012 edition contains a relatively larger number of form-focused exercises, typically including four to six mechanical drills or controlled gap-filling tasks after each lesson. These activities place considerable emphasis on grammatical accuracy, while the presentation of grammar relies primarily on plain black text without additional visual support. By contrast, the 2024 edition adopts a more balanced approach by reducing the number of controlled exercises to approximately two or three per unit, including activities such as selecting correct forms, error correction, and gap filling. Furthermore, key grammatical structures are highlighted through multimodal visual cues, such as blue font and boldface, thereby reducing learners' cognitive load in noticing grammatical forms and reflecting the pedagogical concept of visualized grammar.

The meaning dimension refers to the inherent semantic meaning associated with a grammatical form independent of a particular communicative context. In textbook presentation, this dimension is reflected in explanations of grammatical meanings,

functions, and relationships with other sentence elements. Grammar activities addressing meaning typically require learners to interpret language based on contextual information, with correctness determined by semantic appropriateness rather than solely by structural accuracy. Such activities commonly include translation, sentence construction, matching exercises, and error correction.

Both textbook editions demonstrate relatively comprehensive coverage of the meaning dimension. Each provides explanations of grammatical meanings and functions in the appendix, while grammar activities include explicit metalinguistic instructions indicating the target grammatical items. Nevertheless, compared with the 2012 edition, the revised textbook incorporates a greater number of meaning-oriented grammar activities, many of which simultaneously integrate multiple dimensions of grammatical competence.

The use dimension concerns the application of grammar in authentic communication. Grammar presentation under this dimension typically provides meaningful communicative contexts and explains the communicative purposes of the target structures. Corresponding practice activities often simulate authentic situations in which learners are required to solve problems or communicate with others. Although grammatical accuracy remains important, these activities primarily aim to develop learners' ability to use grammar appropriately in context. Typical examples include multiple-choice questions based on contextual interpretation, dialogue completion, role-play, and group discussion.

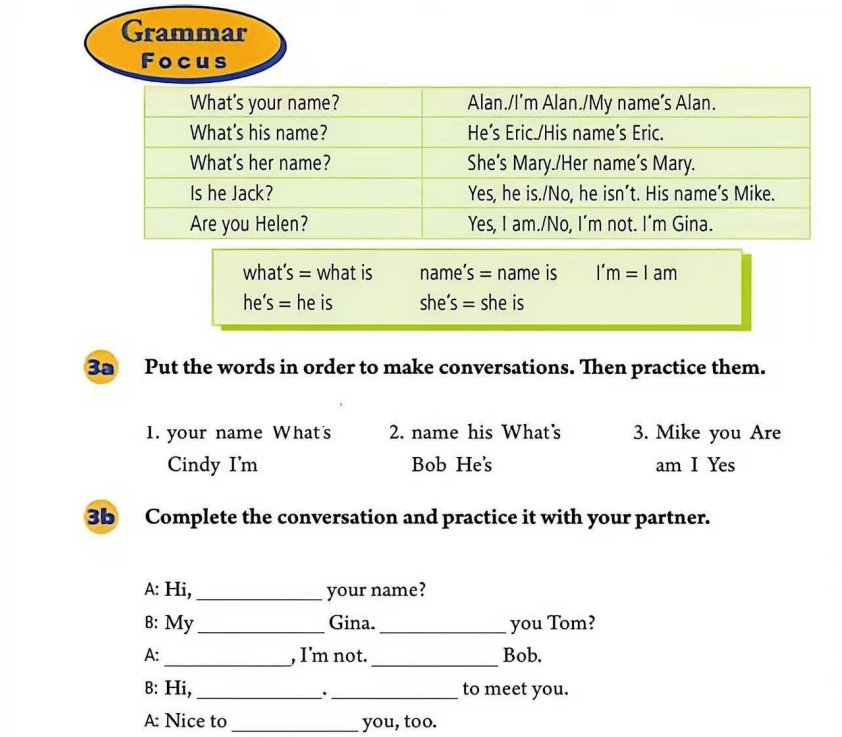
Overall, although the 2012 edition includes activities such as dialogue completion and group discussion, many of these tasks remain essentially form-oriented because learners only need to mechanically substitute target expressions without engaging in genuine communication. Authentic communicative purposes are largely absent. In contrast, the 2024 edition places greater emphasis on oral communication and project-based learning, creating more authentic communicative contexts that better support the development of students' pragmatic competence.

4.2. Illustrative Examples

Based on the definitions and classifications proposed within the Three-dimensional Grammar Framework, this section further examines representative grammar activities selected from Unit 1 of both textbook editions. In both units, the target grammar includes the use of the verb be and interrogative sentence patterns.

4.2.1. Example from the 2012 Edition

Figure 3. Grammar Section of Unit 1 (My Name's Gina) in the 2012 Edition 1



Grammar Focus

What's your name?	Alan./I'm Alan./My name's Alan.
What's his name?	He's Eric./His name's Eric.
What's her name?	She's Mary./Her name's Mary.
Is he Jack?	Yes, he is./No, he isn't. His name's Mike.
Are you Helen?	Yes, I am./No, I'm not. I'm Gina.

what's = what is name's = name is I'm = I am
he's = he is she's = she is

3a **Put the words in order to make conversations. Then practice them.**

1. your name What's / Cindy I'm
2. name his What's / Bob He's
3. Mike you Are / am I Yes

3b **Complete the conversation and practice it with your partner.**

A: Hi, _____ your name?
B: My _____ Gina. _____ you Tom?
A: _____, I'm not. _____ Bob.
B: Hi, _____. _____ to meet you.
A: Nice to _____ you, too.

Using Unit 1 of the 2012 edition as an example, the target grammar focuses on interrogative sentence patterns and the inflectional forms of the verb be. The grammar table explicitly summarizes the grammatical rules, followed by a series of supporting practice activities.

Activity 3a requires students to reorder words into grammatically correct sentences. Since successful completion depends primarily on learners' knowledge of sentence structure and grammatical forms, this activity mainly targets the form dimension.

Activity 3b asks students to complete dialogues by filling in missing expressions. To answer correctly, students must consider both the grammatical structures and the semantic relationships between questions and responses. For example, when a speaker replies, "I'm not," learners need to infer that the missing question should be "Are you Tom?" Consequently, this activity requires students to integrate grammatical form with contextual meaning, reflecting both the form and meaning dimensions.

Figure 4. Grammar Section of Unit 1 (My Name's Gina) in the 2012 Edition 2



Activity 3c provides opportunities for limited language production through a group memory game involving classmates' names. Although this activity introduces an element of interpersonal communication by transforming the sentence pattern "His name's..." into a semi-authentic communicative task, learners merely substitute different names without generating original meanings or engaging in extended interaction. Therefore, despite incorporating certain features of the use dimension, the activity remains predominantly form-focused and offers limited opportunities for the development of communicative competence.

Taken together, the grammar activities in the 2012 edition mainly emphasize the dimensions of form and meaning, while relatively little attention is devoted to the use dimension. As a result, the three dimensions are not fully balanced.

4.2.2. Example from the 2024 Edition

Figure 5. Grammar Section of Unit 1 (You and Me) in the 2024 Edition

Grammar Focus

3a **Read the sentences and circle the verbs. Then write *am*, *is*, or *are* next to the personal pronouns.**

Are you Peter?	Yes, I am. / No, I'm not.
Are Meimei and Peter in the same class?	Yes, they are. / No, they aren't.
Where is Mr Smith from?	He's from the US.
What class are you in?	I'm in Class 1, Grade 7.
Who's your class teacher?	It's Ms Gao.

I _____ You _____ He / She / It _____ We / They _____

3b **Circle the correct words to complete the sentences.**

1. Emma and Ella is / are twins. They are / is from the US.
2. I am / are 12 years old. Peter am / is 12 years old too.
3. Lin Hai's favourite colour is / are green.
4. Lisa's pet cat is / are very cute. She likes it very much.
5. Tom and I am / are both in the school band.

3c **Complete the passage with *am*, *is*, or *are*.**

Hello! I _____ Liu Yu. I _____ 13 years old. I _____ from Chengdu, China. My favourite animal _____ the panda. I like hot pot very much. This is my new classmate. Her name is Sally Wood. She _____ also 13 years old. She _____ from Sydney, Australia. Now she lives in Chengdu with her parents. She likes Chinese food a lot. Her favourite food _____ Mapo tofu. Sally and I _____ good friends.



The target grammar in Unit 1 of the 2024 edition also centers on the inflectional forms of the verb be. The grammar table explicitly presents the correspondence between the forms am, is, and are and different personal pronouns (e.g., I am, He/She/It is, We/They are), while accompanying exercises reinforce learners' understanding of these grammatical forms. These features primarily represent the form dimension.

Activity 3a requires students to identify the correct form of the verb be, as illustrated by items such as "Emma and Ella is/are twins." This exercise aims to improve learners' sensitivity to grammatical structures and therefore targets the form dimension. At the same time, selecting the correct answer also requires learners to comprehend the meaning of the sentence, thereby involving the meaning dimension.

Activity 3c adopts a contextualized gap-filling task in which students select am, is, or are according to the surrounding discourse. Beyond reinforcing grammatical accuracy, this activity embeds grammar within coherent contexts such as self-introductions and descriptions of friends. By integrating grammatical structures with meaningful communication, the activity effectively strengthens the meaning dimension while avoiding decontextualized mechanical practice.

Activity 3d focuses on the possessive forms of personal pronouns (e.g., I → my; he → his), requiring learners to master the relevant grammatical rules. Accordingly, the activity addresses the form dimension. Meanwhile, it provides a structured speaking framework that supports students' oral communication, thereby extending learning toward the use dimension.

More importantly, the Project section requires students to create a personal profile. During this task, learners are expected to use the correct forms of the verb be (e.g., I'm 13), accurately present personal information, and participate in a "Guess Who" classroom activity involving authentic peer interaction. Consequently, the project integrates the dimensions of form, meaning, and use, representing a practical implementation of the Three-dimensional Grammar Framework.

Overall, grammar activities in the revised textbook frequently assess multiple dimensions simultaneously rather than treating each dimension in isolation.

In summary, both textbook editions present grammatical structures through summary tables accompanied by follow-up exercises designed to reinforce learners' understanding of grammatical forms. However, the 2012 edition places greater

emphasis on the accurate production of linguistic forms, whereas the 2024 edition further strengthens contextualized learning and authentic communication. By integrating grammatical form with meaningful language use, the revised textbook achieves a more balanced realization of the three dimensions of grammar and more effectively reflects the pedagogical principles advocated by the Three-dimensional Grammar Framework.

5. Pedagogical Implications

To fulfill the requirements of the English Curriculum Standards for Compulsory Education (2022 Edition) regarding the integrated development of form, meaning, and use in grammar instruction and to maximize the pedagogical advantages of the revised textbook, English teachers are encouraged to strengthen contextualized instruction, optimize the design of grammar practice activities, and develop students' discourse awareness.

5.1. Strengthening Contextualized Instruction to Promote the Integration of the Three Dimensions

The Curriculum Standards emphasize that grammar learning should be use-oriented, enabling students to accomplish communicative tasks through English while experiencing, exploring, and internalizing grammatical patterns in meaningful contexts. Accordingly, teachers should place greater emphasis on the authentic communicative functions of grammar by creating learning situations that are closely connected with students' real-life experiences. Such contextualized instruction enables learners to perceive grammatical forms, understand their meanings, and apply them flexibly in authentic communication.

Although the revised textbook attempts to integrate the three dimensions of grammar through project-based activities, some grammar exercises still lack genuine communicative purposes. Therefore, teachers are encouraged to design a sequence of context-based learning tasks around each unit theme. For example, in Unit 1, teachers may develop a "New Student Orientation" task. At the form level, students summarize the usage of the verb be using grammar tables; at the meaning level, they introduce themselves by describing their age, identity, or personal information; and at the use level, they participate in information-gap activities that simulate authentic conversations, such as asking and answering questions like "Are you in Class 2?" Through these communicative tasks, learners can meaningfully apply the target language in realistic contexts, thereby achieving the simultaneous development of language competence and intercultural awareness. Such practices also address the long-standing concern that English language teaching has often emphasized linguistic knowledge while overlooking cultural understanding (Wang & Ge, 2022).

5.2. Optimizing Grammar Practice to Achieve a Better Balance among

the Three Dimensions

The Curriculum Standards stress that students should recognize grammar as an integrated system of form, meaning, and use. In addition to understanding grammatical structures and forms, learners are expected to appreciate the semantic functions and communicative value of grammatical knowledge.

Given that the 2012 edition places relatively limited emphasis on pragmatic application, whereas the revised edition provides comparatively fewer form-focused exercises, teachers should exercise professional judgment in adapting textbook materials according to instructional needs. Specifically, they may supplement or modify grammar activities to achieve a more balanced distribution of the three dimensions.

For example, during the initial stage of instruction, teachers may retain a limited number of controlled exercises from the previous edition, such as sentence transformation or substitution drills, to consolidate learners' understanding of grammatical forms. At the intermediate stage, activities involving semantic interpretation and contextual discrimination may be incorporated, such as distinguishing between the contracted form I'm and the full form I am in different communicative contexts. Finally, at the application stage, project-based tasks from the revised textbook can be employed to promote authentic language use and facilitate the transfer of grammatical knowledge to real communicative situations.

5.3. Developing Discourse Awareness to Extend the Scope of Grammar Instruction

Discourse constitutes one of the six essential elements of the English curriculum and serves as an important foundation for implementing the activity-based approach advocated in the Curriculum Standards (Wang et al., 2019). Developing discourse awareness enables teachers to overcome fragmented and superficial grammar instruction by helping students understand grammatical phenomena within coherent texts rather than in isolated sentences.

Accordingly, teachers should guide students to explore the communicative functions of grammar through discourse analysis. For example, when teaching modal verbs, the form dimension may be addressed by asking students to identify and analyze the structural features of the modal verb can within a reading passage. At the meaning level, teachers may explain how can expresses the meaning of ability in the given context. At the use level, students may further discuss why the author chooses can rather than may in a particular communicative situation. Such discourse-based instruction enables learners to integrate grammatical knowledge with contextual interpretation and communicative intention, thereby promoting a deeper understanding of grammar in authentic language use.

6. Conclusions

Compared with the 2012 edition, the 2024 edition of the People's Education Press (PEP) junior secondary English textbook demonstrates closer alignment with the requirements of the English Curriculum Standards for Compulsory Education (2022 Edition) in terms of the organization of its grammar sections, the presentation of grammar items, and the design of grammar practice activities. More importantly, the revised textbook more fully embodies the pedagogical principles of the Three-dimensional Grammar Framework by promoting the integrated development of form, meaning, and use in grammar learning.

The comparative analysis presented in this study indicates that, while both textbook editions provide systematic grammar instruction, the revised edition places greater emphasis on contextualized learning, authentic communication, and the meaningful application of grammatical knowledge. Through project-based activities and communicative tasks, the revised textbook offers learners richer opportunities to integrate grammatical forms with meaning and use, thereby fostering the development of grammatical competence as well as communicative competence.

Nevertheless, textbooks themselves are static instructional resources, whereas classroom teaching is inherently dynamic (Lin & He, 2006). Consequently, the effectiveness of grammar instruction ultimately depends on teachers' professional understanding and pedagogical implementation. English teachers should carefully interpret the requirements of the Curriculum Standards, adopt the principles of the Three-dimensional Grammar Framework, critically analyze textbook content, and make pedagogically informed adaptations based on learners' needs. By guiding students to observe, discover, and apply grammatical rules in meaningful contexts, teachers can help learners experience the value of grammar learning and gradually develop the ability to use grammar accurately, appropriately, and effectively in authentic communication.

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