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## The role of contextualization in teaching grammar

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**Abstract.** This study has aimed to show the effectiveness of contextualization through survey and testing that conducted for teachers and students. Teachers of the English language of schools participated in this study. The survey is made up of 10 open-ended questions. Teachers' perceptions according to contextualization are positive. They all agree that contextualization is an effective method in teaching grammar in English class. None of them thought that teaching grammar in context was not helpful. In addition, two groups of female high school 7 graders participated in the lessons. One group was taught through de-contextualized deductive grammatical explanation, while the other group received contextualized grammar instruction. The results indicated that de-contextualized instruction as it is normally practiced in high-school contexts failed to promote successful use of the future continuous tense. In contrast, meaning-based contextualization did result in better performance on a written production grammar test involving the use of the future continuous tense.

**Keywords:** contextualization, English, teaching, grammar, questionnaire, test, method.

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### Introduction

In the past several decades, teaching and learning grammar has played an important role in language learning process. Grammar is the whole system and structure of languages, especially words and the ways they work together. On the other hand, researchers found grammar as one of the most complex process, which is boring and difficult to understand and practice for language learners. The researchers have been arguing about the role of grammar in teaching second language, some of them support the idea to focus on grammar as a primary part, while others contradict. Currently, numerous studies have shown that the main reason for this issue is in the method in which the grammar is being taught. Use of contextualization refers to the way of putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. One practical advantage of the method is that it can give real communicative value to the language that learners meet. Because acquiring grammar is complicated process, contextualization can contribute to a more effective and engaging learning of English grammar.

#### *Statement of the problem*

According to the research that was conducted by Hossein and Sandra the role of grammar has been changed many times, even 1970s the role of grammar in SLA (second language acquisition) was downplayed, but after that it was suggested that teaching grammar takes great role and it helps to attain high levels of accuracy. However, today's problem is that the grammar is mostly taught in conventional way. Currently, teachers focus on simple, general examples while teaching grammar, but one of the methods of teaching grammar is contextualization. Instead of giving general examples, using contextualization which means putting and providing

meaningful context considered to be a solution of the problem. The contextualizing can be the way to successfully acquiring the language. Teaching grammar by using general context can be considered as a big issue, because it may not give real communication, because in order to have real communication it is necessary to get meaningful and real context.

#### *Significance of the study*

It indicates that this paper can be one of the ways of teaching grammar in an interesting way to language learners, as well as, helping learners to acquire the grammar effortlessly. The importance of this research paper supposes that since some of the students are hesitant of their grammatical problems, this study can contribute to make reluctant students to take attempt for solving grammatical obstacles. Moreover, contextualization can facilitate students to learn transformation of sentences easily, also know the present condition of the students from grammatical side.

#### *Aims of the research*

The aim of the paper is to find the effectiveness of contextualization in teaching grammar. The teaching grammar is considered to be one of the most important factors in teaching language. There are many different methods of teaching grammar, however not all of them are useful and achieving success in learning and teaching grammar. The traditional classes of teaching and learning grammar are restricted with some common examples that were provided by course books; however, there is a question about the effectiveness of these examples. Standard texts or sentences are adequate for certain grammatical rules or topics, but are they effective ways of teaching and learning grammar. With reference to the problem that has been mentioned, it has been suggested that the contextualization in teaching grammar could be a useful method in teaching and learning grammar. It is the intention as objectives of this paper to identify the effectiveness of the contextualization in teaching grammar and to know students' perceptions towards contextualization. Specifically, the paper intends to find the answer the following questions:

1. How is the contextualization effective in teaching and learning the grammar?
2. What are the instructors' perceptions towards contextualization?

#### **Literature Review**

In past several decades, grammar has played an important role in language learning and teaching process. However, nowadays, there are growing appeals for not putting emphasis on grammar in English classrooms since it makes the process of acquiring a new language challenging and boring. This remains an open problem in the area. One way of overcoming this problem could be in using different approach in teaching grammar, such as contextualization, which focuses on putting grammar into meaningful and real context in order to make the learning not burdensome and simple.

The literature review section is organized as follows. Section 1 gives explanation about the importance of grammar in language learning process. Section 2 defines the advantages of implementing contextualization in language learning process, particularly in grammar. Section 3 gives a conclusion and some point of view about the past literature reviews.

In general, a language's grammar implies the very language's laws. The Longman Dictionary of Applied Linguistics (cited in Nunan, 2003, p.154) says, "Grammar is a summary of a language's structure and how units like words and phrases are combined to create language sentences. Thornbury (1999) says, "Grammar is part of the study of possible structures in a language."

Grammar plays a media role in language learning process and there is a considerable amount of literature on its importance in language learning process, nevertheless some argue with the idea of teaching grammar in foreign language classrooms. In his work about The Natural Approach, Krahnke (1985, p.598) states that "much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly defined but useful role to play in language teaching and in showing them what it is" (Terrell, 1991, p.54). Tabbert reports by putting emphasis on the significance of

grammar that students frequently confuse some words, such as lay and lie, cannot use whom and who correctly, mismatch verbs and subjects, say infer instead of imply and these kind of mistakes are evidence of their need to study grammar (Tabbert, 1984, p.39).

Since grammar instruction is noted by several researchers to make vast improvement on language competence, it is obvious that it holds an important role in each foreign language learners learning process.

In order to create well-organized writing and reading performances, learners need grammar skills. It is a key aspect for establishing an effective communication. In his book, "The teaching of composition", John Warriner supports this idea (n.d., p.8) states: "The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984, p. 40)." In a *Forbes Magazine* article responding to Shellenbarger, Susan Adams quotes Kyle Wiens, the CEO of an online repair manual called iFixit, who claims that "he will not hire people who have bad grammar and gives all of his job applicants a grammar test". Both speaking and writing well involve a level of intelligence and thoughtfulness that is demonstrated through proper grammar. Grammar organizes the words that create big picture ideas, which, without structure, would be exceptionally less convincing.

Grammar helps learners to combine words in order to construct full and good sentences. It is essential aspect, which gives the competence to form fully developed sentences. Supporting this perception, researchers point out that more skilled you will be to recognize and form well-constructed sentences, if you know about the structure and function of the parts that make up the larger unit (Emery, et al, 1978, p. 1)

Grammar makes a great contribution to forming meaningful sentences. It helps learners to be comprehended easily by others, on the other hand, makes others to understand what was in the mind of first. In his introduction to *The Philosophy of Grammar*, Jespersen outlines that the relation between the hearer and speaker should never be lost and it can be accomplished if both of them understand the nature of language and of that part of language, which deals with the grammar. Richards and Renandya provides two great reasons on teaching grammar, which is one of them pointed out as comprehensibility. It is difficult to communicate common types of meaning successfully and make comprehensible sentences, if learners do not know how to build and use certain structures (2002, p.152). The impact of poor grammar can be destructive in the professional setting. According to Sue Shellenbarger, a writer for *The Wall Street Journal*, "managers are fighting an epidemic of grammar gaffes in the workplace". Shellenbarger further cites a survey conducted by the Society for Human Resource Management: "about 45 percent of 430 employers said they were increasing employee-training programs to improve employees' grammar and other skills". "Such looseness with language can create bad impressions with clients, ruin marketing materials and cause communications errors" (Shellenbarger).

Teaching grammar demonstrates learners how language works. Students can rely on predictable patterns of grammar and master the target language in a simple way. Azar states that without grammar there would have been only individual sounds or words, pictures and body expressions to deliver the meaning of speech. And that language consists of predictable patterns that make four basic skills of a language, speaking, reading, writing and listening (Azar, 2007).

Contextual Learning (CL) is a learning system that links brain actions to creating patterns that make sense. CL does this by connecting academic content with a real-life context. This is very important because it helps to preserve not only short-term memory, which students usually easily forget, but also helps to keep long-term memory, which will help them apply these memories to their work responsibilities later in their life.

CL is called a contextual approach because it helps teachers connect content that students learn academically with real-life situations that students typically encounter. This inspires students to establish a connection between knowledge and their life.

According to Hull, "the theory of contextual learning says that learning only happens when students process new information or knowledge in such a way that it makes sense in

their frame of reference (Hull, 1995), p. 23". He also says that this approach to "learning and teaching assumes that the mind naturally seeks meaning in context and does so by looking for relationships that make sense and seem useful (Hull, 1995) p.24." This approach assumes that the brain seeks the meaning of a certain relationship with our environment (Johnson, 2002; Powers & Guan, 2000). Based on this, CL activities can be performed not only in the classroom, but also in laboratories, and in the future at the workplace. Educators should be smart in developing learning environments that can be easily connected to real life. In such an environment, students can find a connection between unrealistic ideas and everyday representations in a real context.

In conventional ways, students are encouraged to be conscious about memorizing rules but contextualization emphasizes discovery and thinking. According to Larsen-Freeman (2001, p.39-40) "These exercises do not require students to produce the target structures. Instead, students are made aware of the target grammatical item through discovery-oriented tasks." By the process of contextualization, students learn to become self-dependent. They can produce answers by themselves. Holec (1981, p.3) defined this ability as "autonomy". He says "It is the ability to take charge of one's own learning". This means that when a student learns something independently, he can discover his covert potentials. He tries and learns to control his logics and use the brain in a good percentage.

Benson (2001, p.47) defined this way of learning as "the capacity to control one's own learning". Contextualization, therefore, makes the student stand out from the crowd. When a student may independently determine if his answer is correct or wrong, he will even capitalize on his personal life. Then a student becomes a decision-making expert. Little (1991, p.49) describes this as "detachment, critical reflection, decision making and independent action". If a student is guided by fixed rules, a way of learning becomes monotonous. There's no place to speak to others. There is no way to justify one's reaction relative to others because there are fixed rules. But he can justify the answer when a student produces an answer on his own. He should speak to others to get the correct answer. This method ensures the complete involvement of the student in the analysis as well as the class. Little (1996, p.210) describes the way as "capacity to participate fully and critically in social interactions".

Eventually, learning by contextualization allows students not only to learn quickly but also to be qualified. All these literatures reviewed the reasonableness of contextualization. The process may differ at different times, but it was earlier seen that the best outcome comes when students are made aware of the use of their topic in real situations.

#### *How to teach grammar in context?*

Grammar and meaning are always so closely related in real communication outside the classroom that acceptable grammatical decisions can only be taken in respect to the context and intent of the conversation. (Nunan, 1998, p.102). Many of the advantages of this approach are that, in an authentic or near-authentic atmosphere, students exposed to the target language, hearing or experiencing the target language before they begin to focus on it.

The use of dialogues in grammar instruction is important because the use of dialogues usually leads to the assumptions of learners about how language can be used in the real world:

most people use language to communicate with each other. (Thornbury, 1999, p.76). In the first example tutorial, Scott Thornbury uses a structured dialog to teach beginners the present simple: in the lecture, the instructor chooses the following reported dialog from the course book to be used as a medium to explain the present simple to a community of beginners (1999, p.73) with frequency adverbs (e.g. normally always).

Thornbury clarifies the measures: Focus on three or four of those phrases and ask her to explain what the narrator responded by saying. We still have dinner together; I still go to the museum occasionally, for instance. Also in following phase, the professor attracts the attention of the students to the structure form, emphasizing the verbs, while showing that the present simple will be used for everyday tasks. In the seventh section, she explains students writing three or more phrases about David using the phrase template, i.e. subject + adverb + verb+.... In the eighth stage, students again listen to the dialogue and test their responses to Step 7 and, in the

final stage, allow students to write three to five sentences about themselves using the framework that they discussed in Step 6 (Thornbury, 1999, pp. 73-74).

What is crucial in this workout is to select a text with higher frequencies of instances of the intended element of grammar. It may make students understand the latest object that will encourage the others to determine the rules by induction (Thornbury, 1999, p. 75). Grammar will quickly have taught through interactions, so it can make it easier for the learner to understand the concepts better.

In meaning, learners can make greater use of grammatical forms also the context can help the students understand how grammatical styles as well as structures are used.

## **Methodology**

### *Participants*

In this following research, the number of students who participated was 10 and they were 7<sup>th</sup> grade, pre-intermediate level students. The topic of the experimental class was chosen by these students. Students were asked to answer the survey questions related to the English grammar; according to the result most of them had problems with future continuous tense. They were separated into 2 groups; each group consisted of 5 students. They attended English classes ten hours a week by following the grammar book "Laser" by Malcolm and Steve. None of the participants had attended in such research experiment related to English language. As they are only 13-14 years old students, the consent letter was send individually.

Three online written tests were developed to identify students' knowledge. The first test which is called pre-test, it included 10 questions related to future continuous tense. The other 2 tests were post-test1 for focused group and pre-test 2 for experimental group, they also included 10 questions. The tests were conducted through online Google test, which can calculate the points and can give average pints of the correct answers.

In addition, to know instructor's perception the online survey was conducted among teachers. The teachers were from different institutions. The variety of instructors includes teachers of schools and universities. In addition, the survey conducted online in Google form. In the beginning of the survey, instructors were given texts as an introduction to it.

### *Procedure*

The participants were given a pre-test to get information about their knowledge of future continuous tense. The pre-test was conducted online through Google test form which included questions of future continuous tense. Then, students were separated randomly into 2 groups. The reason of the choosing future continuous tense is that majority of students chose that this grammatical topic is the most difficult for them. The focused group class was conducted online and it was like traditional class of English language, where students were given grammar name. After introducing the name "future continuous", the structure or formula was explained. Consequently, students were explained how to use this tense. In addition, some general examples were provided to explain better. After that students had to do some exercises to practice the learnt grammar. After, students had to answer the questions of post-test 1 for focused group.

The experimental group's class was conducted also online. In this class, first of all, before introducing the name of the grammar part, students were given text, which includes many sentences in future continuous. Students were asked to read the text. After reading text, students had to answer the questions related to the text which includes future continuous tense. Then, after checking students' answers, they were asked to find sentences, in which they meet the same grammatical tense. After underlining the similar grammatical tense, they were asked to share with their opinions about the following grammatical tense and how to use it, by looking at the provided text. Then students shared with their opinions and tried to make the formula of it by themselves. After the online class, as a next step students were asked to answer the questions of the post-test 2, which is similar to the post-test 1. The post-test 1 and post-test 2 were also conducted through online google test form.

The survey of instructors' is considered quantitative research. The following survey is aimed to know instructors' perception towards contextualization in teaching grammar. The survey also included 10 questions, which included open-ended and multiple-choice questions. The survey was conducted through Google form and it was anonymously.

#### Design

In this study, we have conducted survey among the instructors and experiment among the students of 7th grade. The experiment was according to the "pre-testing" and "post-testing" scheme with two intact classes that were randomly distributed between the experimental group and the focus group. The independent variable was a grammatical topic, namely: future continuous, planned treatment and expanded input for the control group and an explicit grammatical explanation for the focus group. The dependent variable was defined as the exact use of future continuous by the participants.

The survey is made up of 10 questions. They are:

"How long have you been teaching?"

"Do you teach grammar in your classes or have you taught it before?"

"How grammar is important in teaching language communicative competence?"

"Do you face any difficulties in teaching grammar? If yes, what are those difficulties?"

"If yes, what do you do to manage those difficulties? Why do you think so?"

"Do you use contextualization in teaching grammar?"

"Do you think contextualization in teaching grammar helps to grasp learners' attention?"

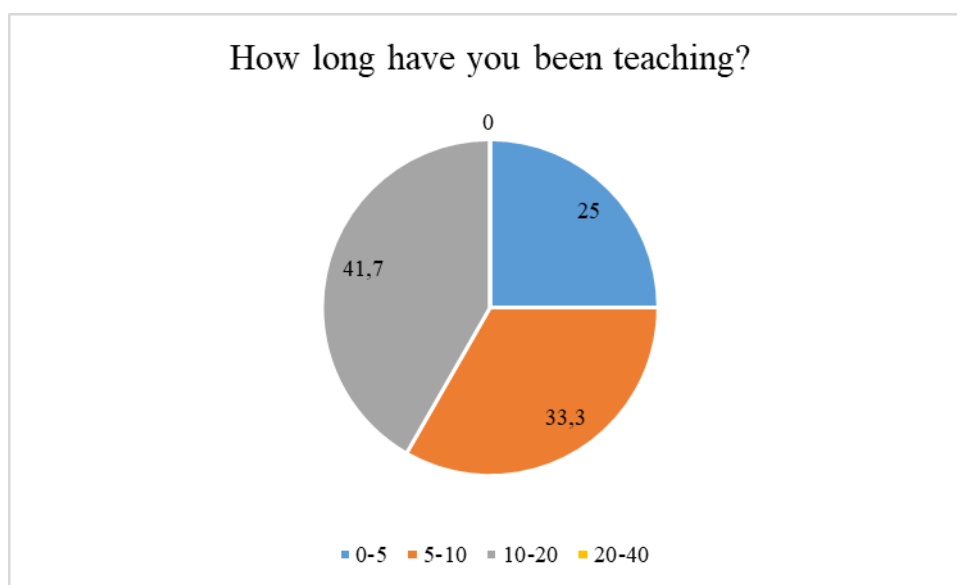
"Do you think contextualization is an effective way to teach grammar? If yes, why? If no, why?" By this survey, our aim was to know the instructors' perceptions towards contextualization.

#### Findings of the research

Results of the experiment and survey are presented in the following charts.

##### Results of the Survey

Figure 1 gives information about participants' teaching experience in English language. Majority of the teachers had 10-20 (41,7%) years of experience, which was higher than other teachers' percentage, who taught English for 5-10 (33,3%) years. Moreover, teachers who had 1-5 (25%) years of experience participated in this survey. This figure reports that there were no teachers with more than 20 (0%) years of experience.



**Figure 1. Participants' teaching experience**

Teaching grammar teachers' percentage is illustrated in Figure 2. According to the figure, all of the teachers (100%) participating in this survey teach or taught grammar in their classroom. Consequently, none of the teachers (0%) did not teach grammar in their classroom. This signifies the importance of grammar in English language classroom, despite of the significant difference of teachers' teaching experience.

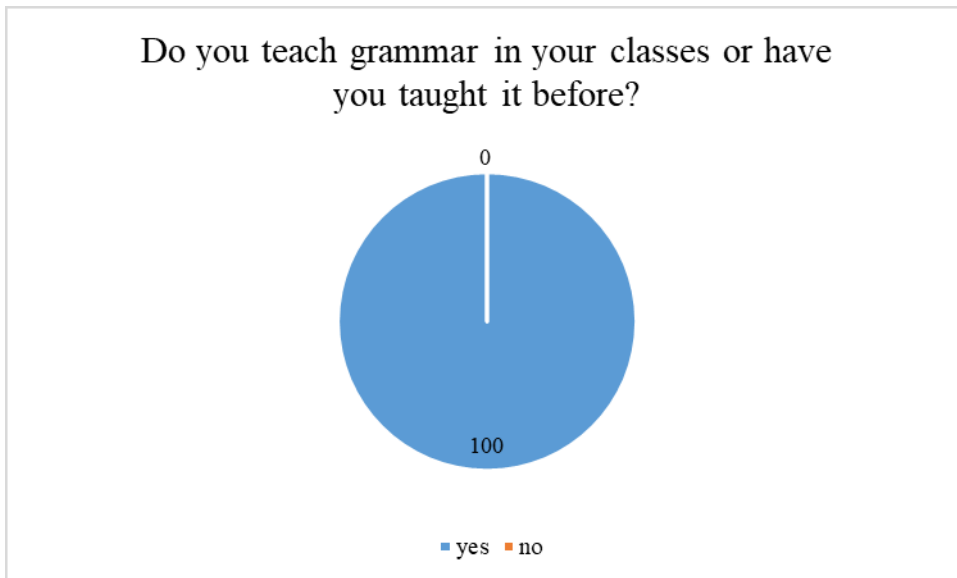


Figure 2. Teaching grammar teachers' percentage

Participants had to rank from 0-5 the importance of grammar in teaching language communicative competence (Figure 3). Closer inspection of figure shows that less than half of the participants (41,7%) gave maximum score. On the other hand, 33,3% and 25% of teachers scaled 3 and 4 respectively. Therefore, the median for this scale was 4 out of 5, which assures that the grammar is essential in teaching language communicative competence.

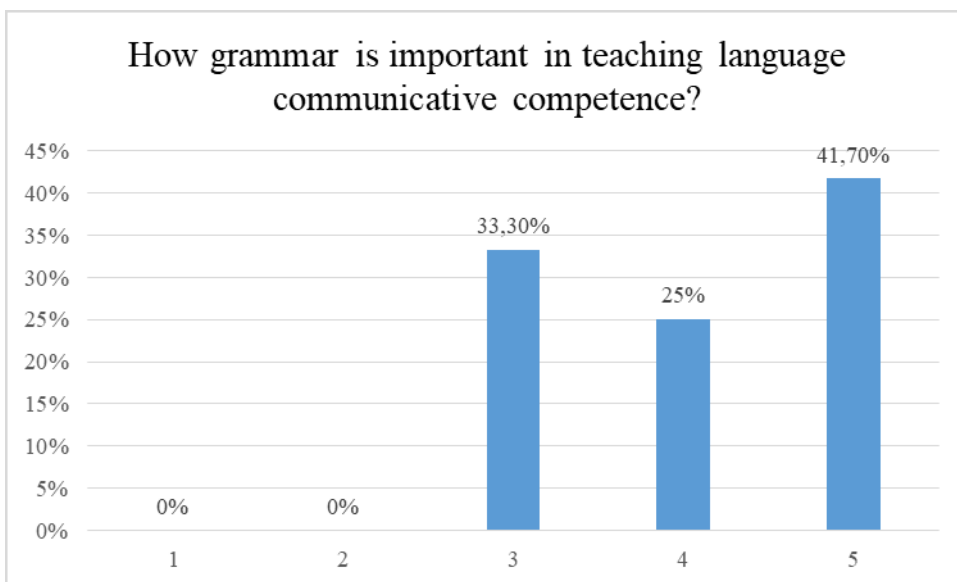
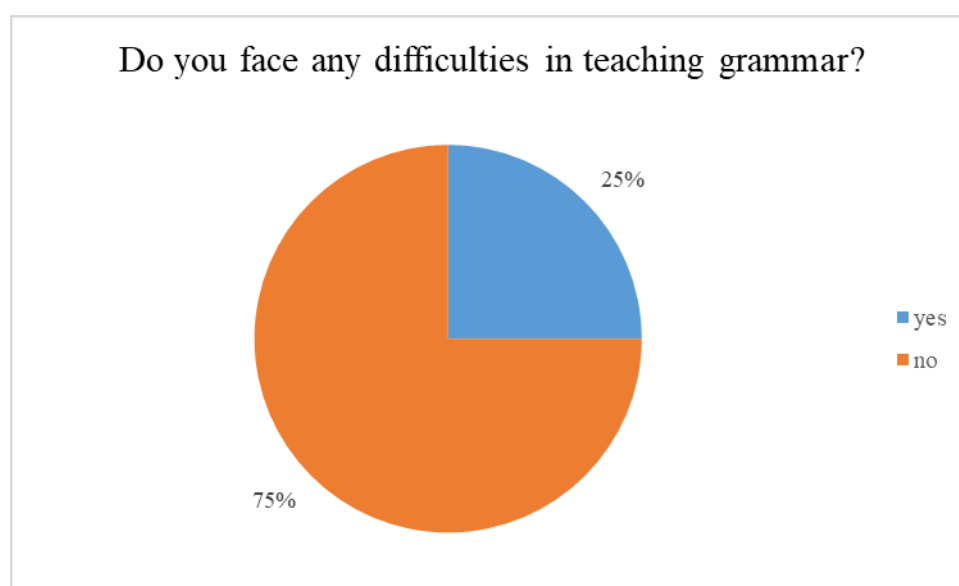


Figure 3. Scale on importance of grammar in teaching communicative competence

The following Figure 4 demonstrates percentage of teachers having difficulties in teaching grammar. Only one fourth of the teachers (25%) did not face any problems with teaching grammar, however other three fourth of the teachers (75%) had challenges with teaching grammar in English classroom. To the question: "What difficulties do you face with in teaching grammar?" some participants (41.7%) stated that students find the grammar as impossible to understand and it is problematic for teachers to relate it to everyday life. They said: "Kids see it as something beyond the bounds of possibility to understand, whereas it is just a name of things and patterns that they actually use. It might be hard to relate the grammar point they teach to its usefulness in daily communication. It may seem that sometimes they are teaching some grammatical aspects just for the sake of passing the exam". Others stated several various reasons, such as difficulty in finding some equivalent grammar points in source language (8,4%) or waste of energy and time in explaining too complex grammar structures (8,4%).



**Figure 4. Teachers' difficulties in teaching grammar**

To the question: "How do you manage difficulties in teaching grammar?" Nearly, 41.7% percent of participants answered that they provide more examples or give additional assignments in order to make students understand certain grammar point. Nearly 16.6% of teachers stated that they try to establish some connection between certain grammar point and its application and usefulness in real life. Presenting grammar topics in games was as another alternative solution for 16.6% of participants.

The following Figure 5 demonstrates teachers' percentage who use contextualization in teaching grammar. Unexpectedly, all of teachers (100%) taught grammar in a context, in a meantime there were not any teachers who did not use contextualization in English class in teaching grammar.



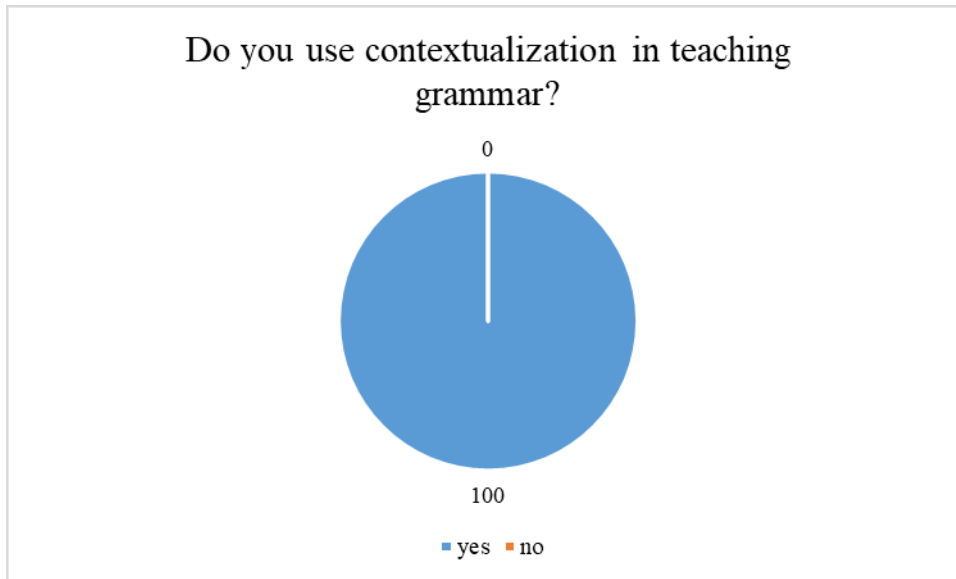


Figure 5. Usage of contextualization in teaching grammar

Surprisingly, total 100% of participants thought that using contextualization in teaching grammar helps to grasp learners' attention. None of these teachers (0%) did not think that contextualization assists grabbing students' attention (Figure 6).

Figure 7 shows information about the teachers' perception on effectiveness of contextualization in teaching grammar. Interestingly, all of the participants (100%) thought that contextualization is an effective method in teaching grammar in English class. There were not any participants (0%) who thought that teaching grammar in a context was not helpful.

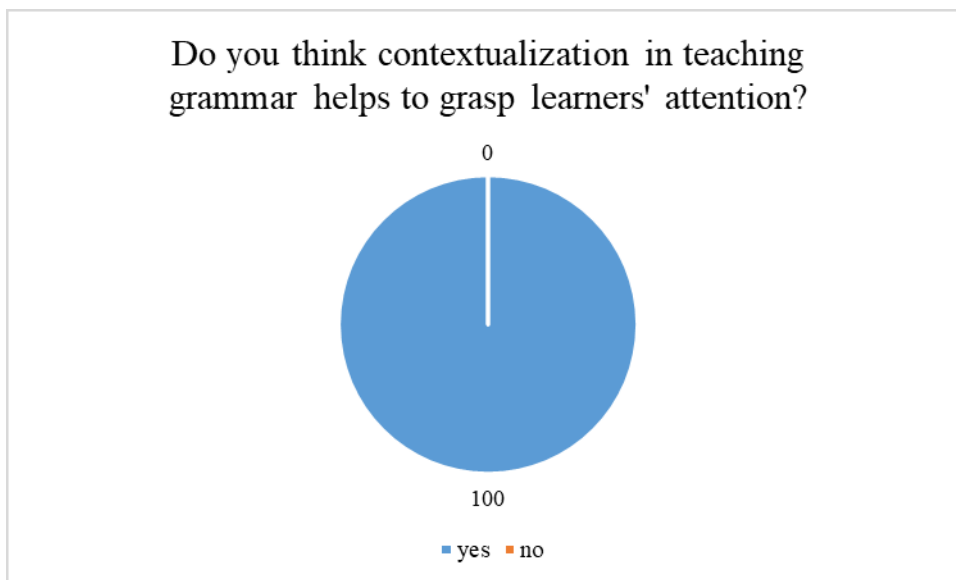


Figure 6. Grasping learners' attention using contextualization in teaching grammar

To the question: "Why do/don't you think contextualization is an effective way to teach grammar?" Nearly 33.3% pointed that both grammar and vocabulary were better perceived whenever they were presented within the context. By doing so, students could easily understand the meaning of the sentence and its structure, and they had better chances to produce their own sentences since they have seen how the structure is used.

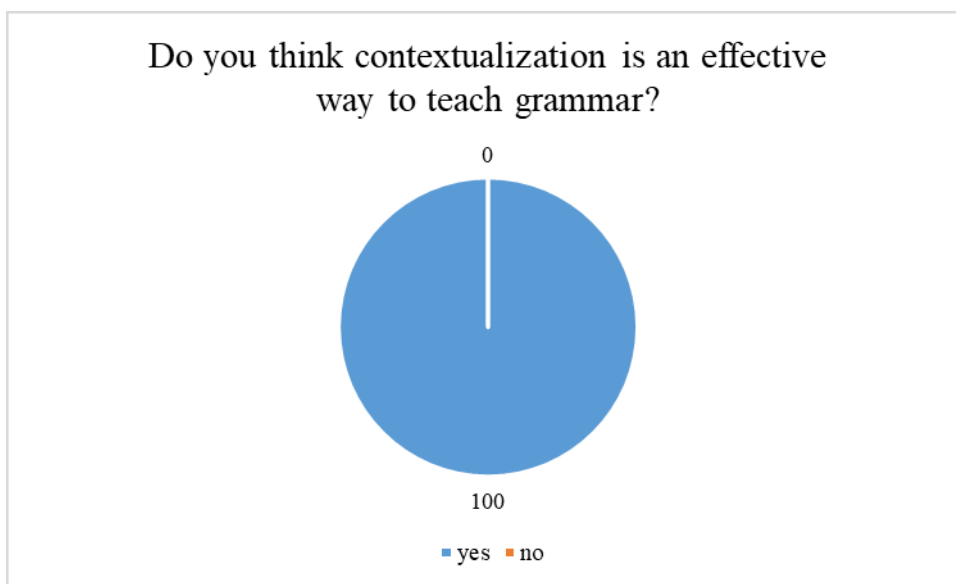


Figure 7. Effectiveness of contextualization in teaching grammar

Another 25% of teachers defined contextualization as a noticing tool, which gives deep access to understanding grammar usage in the sentence according to its context. There were some participants (16.6%) who reported that contextualization is crucial, because it can give you opportunity to use examples related to their interest of study and draw their attention and motivation to acquire grammar easier.

*Results of the experiment*

The pie chart below is about the challenging topics for pre-intermediate level students (Figure 8). The chart is divided into 5 parts. According to this chart, 20% of students have difficulty with present simple, meanwhile other topics, such as, present continuous, past continuous, were chosen by 20% and 10% of students respectively. The vote for future continuous was higher as it is seen in this pie chart. About 40% of students selected future continuous as problematic topic.

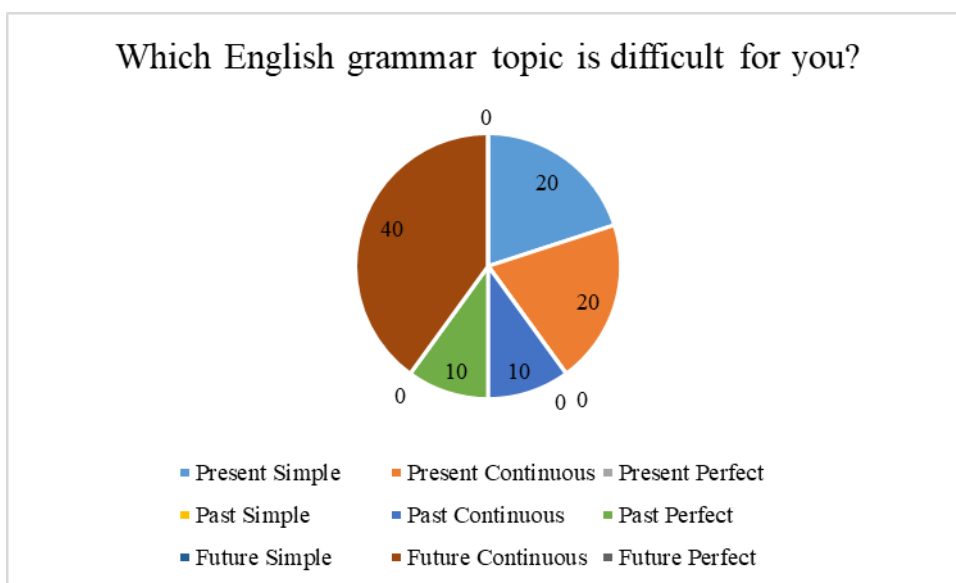


Figure 8. Topics difficult for pre-intermediate students

Figure 9 gives information about the results from pre-test, which students had taken before the experiment. It represents number of students correctly answering to pretest questions about future continuous. As stated in this figure, the range of scores lie between 0-10, which means there is a significant difference between students' scores. Half of overall students scored 10 out of 10, meanwhile 1 student got 9 points from pre-test. However, there were still 4 students scoring lower than 3. Moreover, the median score for this pretest was 9, which is already a high result.

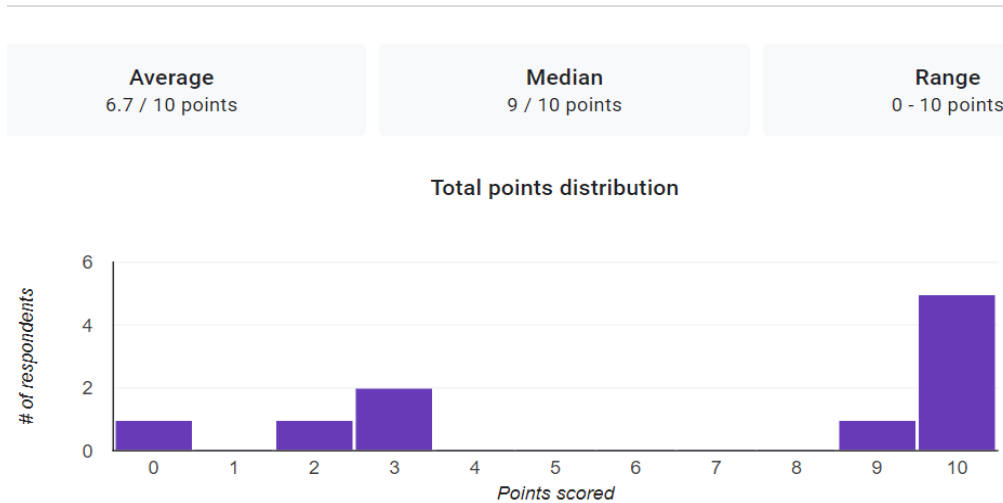


Figure 9. Students' scores on pretest

The following bar charts (Figure 10 and Figure 11) demonstrate results from post-test. The results of group 1, whose grammar was not taught in a context, are shown in Figure 10. As reported by this figure, the number of points range from 7 to 10. Consequently, there were no students scoring less than 7. Regarding median, it remained the same in comparison with pre-test. This test showed that more than half of the students got 9 points, when only 1 student scored full.

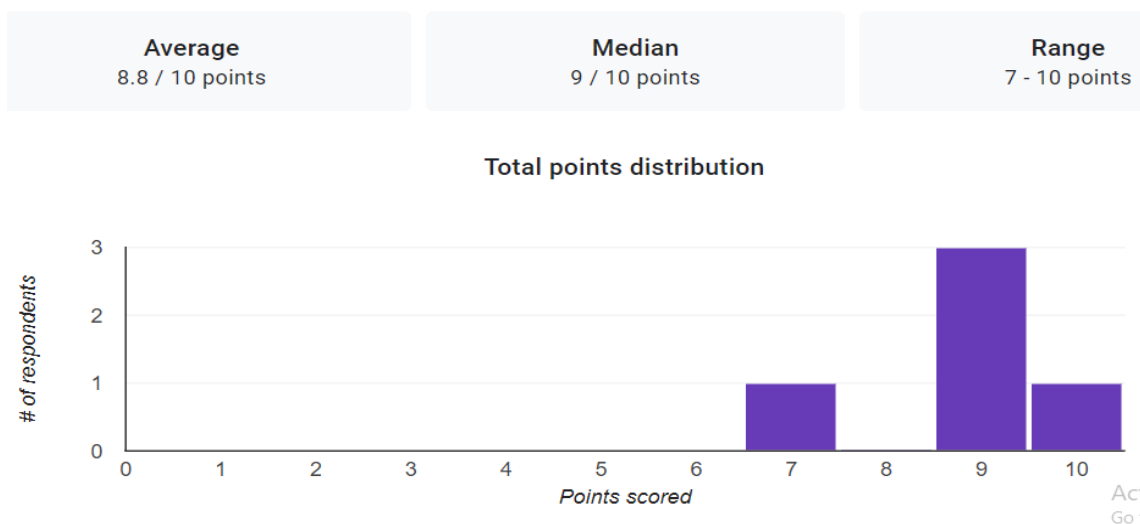


Figure 10. Group 1 scores on post test

Moreover, closer inspection of Figure 11, which includes information about the results of group 2 that was taught grammar using contextualization, represents that range of the points slightly decreased to 8-10. Surprisingly, this post-test revealed that the median was 10/10, which

refers to more than half of the students scoring full. In addition to this information, mean for post-test conducted for group 2 is slightly higher than for post-test delivered to group 1.

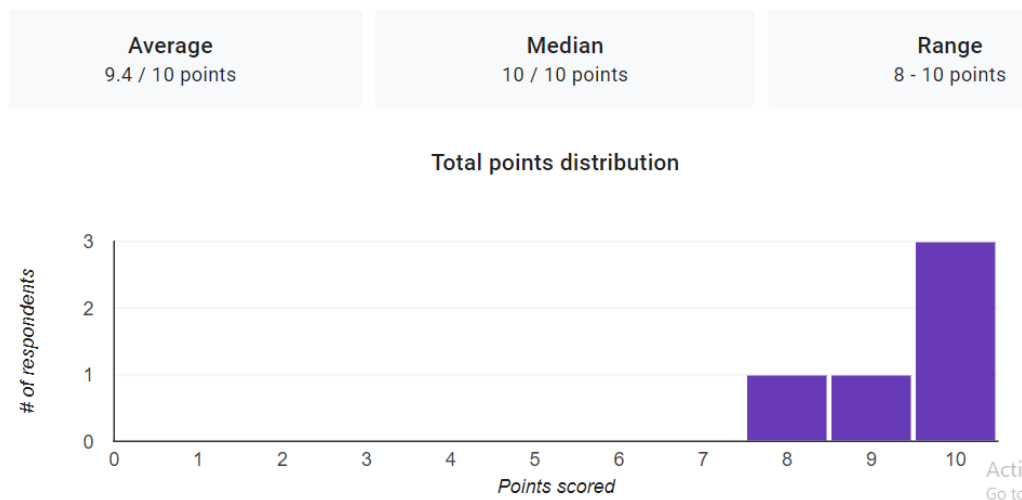


Figure 11. Group 2 scores on post test

## Discussion and conclusion

Generally, results are consistent with prior research that endorses contextualization efficacy. The findings of the present study suggest that it should contextualize and incorporated into the meaning-centered method, as well as for explicit instruction to contribute to explicit language skills. Otherwise, as suggested by Macaro and Masterman (2006), one should not necessarily anticipate clear de-contextualized clarification to increase grammatical awareness and minimize errors in regulated or unregulated manufacturing activities. The Experimental Group, which received clear guidance through meaning-based text behavior, that included study grammar points, outscored the Centered Community, which got the only de-contextualized grammatical explanation.

Following this contextualization was a clear lecture mostly on grammatical characteristics. Furthermore, the first and only difference between these two forms of guidance were the use of meaning-based contextualization. The demonstrated effectiveness of the Experimental group in this research is likely to be due to either the impact on the election of learners in the Experimental group throughout training. This involvement itself may attributed to a new sense of utility and instrumentality of language generated by learners by participating in meaningful-focused learning experiences.

The difference in Post-test 2 between both the two groups was however not as significant as on Post-test 1. For the following reasons, that may accounted for. Firstly, the Experimental group the first time that such meaning-centered instruction was already received this. They had not fully internalized the recently acquired linguistic skills because they had not been open to opportunities for follow-up. Second, as Tode (2007) rightly argued, explicit instruction would be more likely to lead to long-lasting effects if young learners were given the opportunity to experience the target structures after the explicit instruction and experience repetitive contrivances where they could notice the feature(s) during language use, finally if they found opportunities for contrasting the target form with other forms. Third, successful therapy in this research might possibly have had long-term consequences if more incentives for experimentation and improvement pursued during the 'incubation phase,' in Gass' (1997) words. In other words, additional follow-up input and practice should provide to confirm the learners' information on the linguistic elements. Similar explications also proposed by Macaro and Masterman (2006).

We claimed, “The production of grammatical consistency I cannot be readily improved, (ii) is independently produced and (iii) involves constant access to both constructive and negative data for both sensitive and efficient activities” (p. 322).

The results of this study may be useful to English language teachers and writers of publications, as well as to all those engaged in language teaching and research. This may enable teachers to understand that their de-contextualized grammar teaching will not improve the linguistic growth of learners until they concentrate their instruction on the aspects of utility, instrumentality, also accessibility of language practices in a meaning-centric context in the classroom. As mentioned above, the aim of a language-learning course must be to promote the use of language embedded in a meaning-centered communicative sense rather than a sense of the teacher’s passive listening to repetitive grammatical explanations about the language rules. Content authors may also draw knowledge from this research and change what is used in the texts they write as well as how material is learned.

A significant majority of high school students in Almaty cannot use English for communication while doing the exercises in the textbooks, nor can they produce grammatically well-formed English sentences. The long-standing conventional institutional curriculum decided to adopt in high schools for the teaching of languages in general and English, in particular, has denied learners any inspiring context in that they can experience or even feel the language. It is doubtful that such training will result in the creation of some linguistic information that is known to be a basis of specific instruction, not only implied knowledge, but also explicit and meta-linguistic knowledge. A safer solution is to include learners in contextualized real-life experiences through which language usage is encouraged, as many longitudinal researches such as the current one have demonstrated. Moreover, if some grammar points and frameworks are to be learned, they will emerge explicitly or implicitly from these practices instead of being introduced and prioritized for their own sake without being first emphasized as determinants for this and adding to the students’ communicative performance.

To conclude, according to the result of experiment demonstrated that the contextualization is important in teaching grammar. Focusing on the meaning is considered more way that is effective in teaching grammar. Focusing on meaning is giving context before teaching grammar. In addition, the instructor’s perception towards contextualization is positive. However, according to the survey’s result, the majority of them know what contextualization is but still cannot implement it in teaching grammar. The experiment result proved that providing context helps students to understand grammar topics better than traditional ways of teaching grammar.

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**Грамматиканы оқытудағы контекстуализацияның рөлі**

**Аңдатпа.** Бұл зерттеу мұғалімдер мен студенттер үшін өткізілген сауалнама және тестілеу арқылы контекстуализацияның тиімділігін көрсетуге бағытталған. Бұл зерттеуге мектептердің ағылшын тілі оқытушылары қатысты. Сауалнама ашық 10 сұрақтан тұрады. Контекстуализация бойынша мұғалімдердің қабылдауы оң. Олардың бәрі контекстуалдау ағылшын тілі сабағында грамматиканы оқытудағы тиімді әдіс екендігімен келіседі. Олардың ешқайсысы грамматиканы контексте оқыту пайдалы емес деп ойламады. Сондай-ақ, сабаққа орта мектептің 7 сынып оқушыларынан құралған екі топ қатысты. Бір топқа контекстілендірілген дедуктивті грамматикалық түсініктеме беру арқылы, ал екінші топқа мәтінмәндік грамматикалық нұсқау берілді. Нәтижелер көрсеткендей, орта мектеп жағдайында контекстен тыс оқыту болашақтағы шиеленісті сәтті қолдануға ықпал ете алмады. Керісінше, мағынасына негізделген контекстуалдандыру болашақ үзілісті қолдана отырып, жазбаша өндірістік грамматикалық тестте жақсы нәтиже берді.

**Түйін сөздер:** контекстуализация, ағылшын, оқыту, грамматикасы, сауалнама, тесттер, әдіс.

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**Роль контекстуализации в обучении грамматике**

**Аннотация.** Цель этого исследования – показать эффективность контекстуализации с помощью опроса и тестирования, проводимых для учителей и студентов. В этом исследовании приняли участие преподаватели английского языка школ. Опрос состоит из 10 открытых вопросов. Восприятие учителей контекстуализации является положительным. Все они согласны с тем, что контекстуализация является эффективным методом преподавания грамматики на уроках английского языка. Никто из них не думал, что преподавание грамматики в контексте не помогло. Также в уроках приняли участие две группы учениц 7 классов. Одна группа обучалась посредством дедуктуализированного дедуктивного грамматического объяснения, в то время как другая группа получала контекстуализированное грамматическое обучение. Результаты показали, что де-контекстуализированное обучение, как оно обычно практикуется в контексте старшей школы, не способствовало успешному использованию будущего непрерывного времени. Напротив, контекстуализация, основанная на значении, действительно дала лучшую производительность в письменном тесте производственной грамматики с использованием будущего непрерывного времени.

**Ключевые слова:** контекстуализация, английский, обучение, грамматика, вопросник, тесты, метод.

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